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ABSTRACT

The Homebound English for Refugee Women project was designed to address the daily communication needs of homebound refugee women illiterate in their native languages. The curriculum presented here is for use by volunteers with little or no formal teacher training. The teacher's manual consists of two main parts: (1) suggestions to the volunteer concerning planning and conducting English-as-a-Second-Language (ESL) instruction with this population, and (2) materials for a series of 23 lessons. The part containing information for the volunteer teacher includes explanations of ESL, the target population, the purpose and use of the book, how to begin, what grammar is, and how to teach vocabulary and structure. It also provides guidance on practicing new material, selecting and using visual aids and materials, reviewing, pronunciation, listening skills, evaluation, correcting errors, teacher successes and pitfalls, lesson structure, lesson expression and directions, and daily lesson plans. The lessons section contains instructional materials on introductions, giving and getting personal information, telephone emergencies, home environment, money, days of the week, time, colors, food, family, health, bus transportation, clothes, household items, safety, signs, weather, post office, bank, school, calendar, community resources, and recreation. Appended are cultural notes on Cambodian, Vietnamese, and Laotian cultures, a glossary of ESL terms, a teacher self-evaluation form, and a 24-item annotated bibliography. The document also includes a Student Book of Illustrations; this contains numerous black and white drawings corresponding to the lessons in the teacher's manual as well as several simple writing exercises. (MSE)

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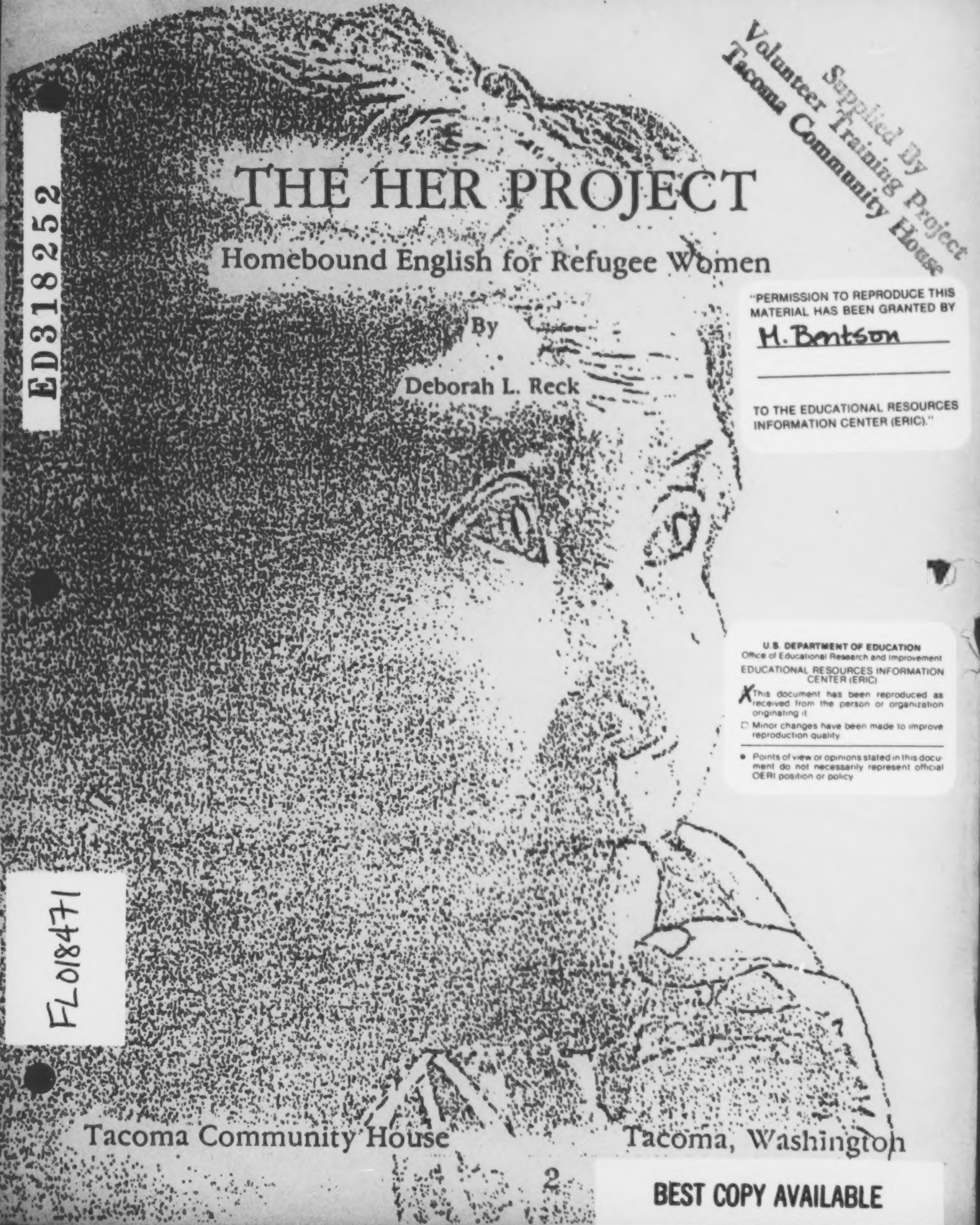

THE HER PROJECT

Homebound English for Refugee Women

By

Deborah L. Reck

Supplied By
Volunteer Training Project
Tacoma Community House

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INTRODUCTION

The HER Project - Homebound English for Refugee Women - was conceived in Tacoma Community House. Since 1975, this agency has been involved with the resettlement needs of refugees from Southeast Asia; primarily Vietnam, Cambodia and Laos. Among the various needs identified, communication for survival takes a top priority.

The HER Project has given emphasis to the communication needs of homebound women who are illiterate in their own languages. The curriculum developed here can be utilized by volunteers who have had very little experience or training in teaching as a profession. These features make the materials provided here a unique contribution to the field of language training.

Homebound women among immigrants and refugees experience a common dilemma. The children and husband, generally, have exposure to the language and styles of the new culture. The women are caught in an ever-increasing communication gap. Husband and children pick-up the English language; mother/wife is left isolated and not in tune with the "outside world". There are few services available to the mother/wife to cope with this dilemma.

Hopefully, this curriculum will begin to address the needs of the homebound refugee women or any women's program in need of a usable curriculum. We are grateful to volunteers who will carry the significance of this valuable resource into the lives of the women and families who are struggling to communicate and survive in American society.

Reverend Robert Yamashita
Director of Tacoma Community House

WHAT IS ESL?

ESL means English as a Second Language. It is a big field of teaching but not very well-known outside areas where its services are needed. In most cases, no accreditation is required to teach ESL. There seems to be a natural tendency to assume that if one can speak English, one can teach it. Such disciplines as mathematics and history do not make this assumption, since they require degrees and certification before teaching is allowed. No distinction should be made between qualifications for teaching ESL and teaching other subjects. The fact remains that anyone can teach ESL, but like any subject, it requires a degree of study and training -- both practical and philosophical -- to be effective.

In high school, you might have taken a foreign language like German or Spanish. You probably remember boring drills and hours of translating. You may still be able to recall some of the dialogues you were forced to memorize about ordering in a restaurant or getting a cab. When you stepped outside your classroom, your language experience was over and you went back to the security of a familiar environment (speaking English).

A second language learner can leave her ESL class, but her language experience does not end until she returns to her home and family. The world that she once knew in Vietnam, Cambodia or Laos is replaced by strange sounds and unfamiliar behavior. It is not merely a language barrier that faces her, but a whole new way of responding to people -- their culture, their customs, and their way of viewing the world. She is expected to understand the new society and to function in it like anyone else. Learning another language for the ESL student is not merely the fulfillment of academic requirements, nor is it a temporary condition that will someday pass; it is a matter of survival and success in the future. These aspects of language expectations affect the role of the ESL teacher. It is not enough to teach rules of structure and the sound system of the English language. The ESL teacher has an added responsibility to teach the cultural and philosophical aspects of the language to the ESL student. If anyone thinks that the learner or the teacher has an easy job, they have never been either. It is a formidable task to learn another language, especially when a student is older. In turn, it takes discipline, skill and a great deal of imagination to be a good ESL teacher. Like any teacher, the job one does is a reflection of the amount of work that one puts into the job.

ESL is a very exacting, systematic kind of teaching. There are basically four skill areas of concentration: listening, speaking, reading, and writing. The language learning process proceeds through a series of predictable events. For instance, a baby learns in general by first observing, listening and sensually experiencing his/her environment. Later that baby experiments with the sounds of his/her own voice and eventually mimics sounds or language heard. When the baby discovers that one can obtain more of what one desires by the use of a meaningful language, the baby's use of speech takes off. The baby's brain becomes a file cabinet of words, sounds, and experiences. Later, when the child goes to school to learn to read and write, he or she retrieves all the information stored earlier.

You will be dealing with adults -- quite different in terms of time and ability when it comes to retaining a language. An adult learner is serious about his or her language learning, but this doesn't always mean one will learn faster or better than a child. In turn, acquiring reading and writing skills for an illiterate student will compound the learning process. In short, teaching adults, especially illiterate adults, is a formidable task, one a volunteer needs to consider seriously at the onset.

You are entering a very different and exciting kind of teaching. You will need a lot of energy, imagination and most of all, patience. The only qualification you require at this point is the ability to speak the English language. Your good intentions will also help, but just remember that good intentions are not enough in themselves. It takes hard work and a willingness to learn on your part.

WHO IS YOUR STUDENT?

This manual was designed with a very specific student in mind -- an illiterate Indochinese refugee woman with no English speaking abilities. "Illiterate" in the context of this book means no reading or writing skills even in her native language. This usually implies no schooling of any kind as well. The term "Indochinese" refugee includes people from either Vietnam, Cambodia or Laos. The fact that your student is a woman also presents some unique teaching considerations. She will probably be a wife and mother. She will be at home most of the time taking care of her children, and going to work for her is neither desirable nor economically feasible if she has many children. Her need to learn English is more social and psychological than it is for her husband, who must learn in order to get a job and support his family. Her isolation at home prevents her from learning about her new environment, while her family -- through their contacts in school and at work -- become more and more familiar with their new lives here in America. The more they learn, the more she is drawn apart from them.

Learning English is not the only objective you have as a teacher of the student described above. You'll want to expose her to her new culture, but more importantly, you'll want to help her become more confident and less dependent on her husband and children for her survival needs. She needs your social contact as well as the language training you're offering.

Your task will not be an easy one. Illiterate students are extremely difficult to teach because they do not have the acquired system of learning that schooling instills in Americans. Logically, we Westerners use that system or method to teach others; we forget that the illiterate student who's never been to school cannot relate to that system. We sometimes make assumptions about our students and when our students don't learn or perform to our satisfaction, we respond by saying they must not be very bright. If you consciously think about learning, you will realize that everyone "learns" but not necessarily in the same way you learned. Different people and different cultures learn in different ways...but they do learn. One definition of learning says: "Learning is any change in behavior that takes place as a result of an educational experience. The change in behavior is commonly identified by the acquisition of new knowledge, new skills and new attitudes." If your student isn't progressing, seriously ask yourself why? Is it because I didn't make it simple or clear enough? Because I taught the material too fast? Because I tried to get across the idea in only one way? Or because she's just too slow to learn the amount I want to teach her? There are people who appear incapable of learning another language. They don't seem to be able to retain or understand anything. There are reasons, but the fact remains that they can still learn something, even if it's only their name and address. The philosphy espoused in this manual is that anyone can learn -- it's only a matter of how much and how long it will take.

WHAT IS THIS BOOK FOR?

If you have never taught ESL before, you will require two kinds of information: information on what to teach and information on how to teach it. This manual contains a step-by-step description of what to say and what to do. Further, it offers ideas and a progression of lessons for anyone, experienced or inexperienced, to teach survival English to illiterate students. The focus is specifically on women, their needs, concerns and general environment.

Since you are dealing with illiterate students, there is little attempt (other than copying) to inject literacy into the program. The first and only concern presented in the curriculum is communication -- the ability to understand and be understood. Therefore, the emphasis is on listening and speaking and not reading and writing. A person's ability to function within our society is not contingent upon whether they know their ABC's -- but on whether they can communicate through speech what they want or understand what others want of them.

Being able to communicate in English is also not contingent upon knowing a formal grammar structure. Remember that you're dealing with someone who has never gone to school. She doesn't understand the grammar of her own language much less the English language.

The approach in this curriculum is to give the student the language tools she requires to deal with daily needs in her life. There are few verbs or verb tenses in the curriculum, other than what is needed to communicate this specific information. The lessons concentrate mainly on vocabulary. It must be remembered that this is a survival curriculum and it's not intended to teach general English. Hopefully, the student who goes through this program will gain enough confidence and listening skills to someday attend regular ESL classes. If your student is highly motivated, she will also be in a better position to learn literacy.

HOW DO I BEGIN?

Whenever you begin a new project, you probably set goals for yourself. You have an overall goal and in turn set objectives to accomplish your goal. Let's say you want to wallpaper a room. That is your goal. You cannot expect to grab the wallpaper off the shelf and slap it on the wall without some prior preparation. You need to figure how much you need, prepare the walls by cleaning or patching holes, gather all your tools and then set about the actual papering. Your timing must be thought out as well. You don't want to patch holes on the day you're going to paper because it may not dry. You don't measure after you begin, but before. You want all your tools ready and available so that in the middle of papering you don't have to run to the store and buy something that is crucial to the process. Whether you know it or not, your logical brain tells you the order and the timing to accomplish a task step by step. When you do not think out a project in this way, you find that even though it might have turned out OK, flaws are noticeable and a lot of time was needlessly expended. In short, it could have turned out better with a little planning. You realize after the project how much experience and practice can help in completing the task.

Teaching ESL requires well thought-out planning to do an effective job. To begin teaching, we need to understand terminal and intermediate goals, behavioral objectives and the importance of planning. These are considerations you make before you ever enter a teaching environment.

A terminal goal is what you wish your student to accomplish through your instruction. For our purposes, we want the women we teach to learn a certain degree of English -- enough to communicate some basic needs and desires. There may be other goals to keep in mind, such as cultural exposure, confidence building and general social contact. There is a trick to setting terminal goals -- don't set them too high or too low. At the end of your complete instruction, you should analyze whether you have accomplished what you set out to do. Too often teachers lose sight of their specific goals. That's when you begin to notice that the wallpaper is crooked.

An intermediate goal is a part of the whole or terminal goal. In the case of this curriculum, each lesson is an intermediate goal. A part of the survival English I want my students to learn is TIME, for example. That is an intermediate goal. TIME is a big subject, so I need to break it down into smaller components to make it more understandable and easier to learn. If I want my student to remember or retain what I teach her, I don't want to teach all the components at once, especially if she is a slower learner.

Behavioral objectives are the student performance activities you'll use as guides to reach your intermediate goal. Each objective is a task that the student must do to prove to you she has understood and can use what you've taught. If she cannot perform the task with at least 90% efficiency, she hasn't learned the material well enough. The key here is doing. It's not enough to ask a student if she understands -- she must show you by demonstrating her knowledge, either through answering questions, acting out a situation or even by pointing on command. Remember, there are no written tests you can give her. Her demonstrations must be oral or physical.

Planning a lesson is perhaps the most difficult function for a beginning teacher. There is no substitute for good lesson planning. A good plan should include the following:

Ways to present new material

These are ideas or notes to yourself as to how you will get across your material. These ideas should reflect an organized progression, use of any visual aids, and comprehension checks (ways to make sure she understands -- see TERMS).

Ways to practice

Your student will retain and use new material if she practices what you've taught her. This is an essential part of all lessons. Practice activities require ingenuity and imagination on the teacher's part because the teacher must devise ways to get the student talking. Activities should be motivating and if possible, fun, but should always be specifically aimed at the intended objective. Never lose sight of what and why you are practicing something. Ideas for practice activities will be specifically dealt with in the "How To" section of this manual.

Ways to relate to real situations

The teacher should always make an attempt to make new material meaningful to the student by relating it in some way to real life. This can be accomplished by using real objects in your demonstrations rather than pictures, showing her the real locations and having her experience her language in stores or through other social contacts rather than only through dialogues. It's not always easy nor practical, but the real thing is always the best.

Determining how much material and how long the lesson

Timing and pace are also important considerations in any lesson plan. You need to gauge how long any objective will take. You never want to teach more material than your student is capable of retaining in one lesson. Have enough material and activities to fill your intended time. It is better to have more tnan less material.

In addition, you should learn to develop a consistent teaching behavior. This means that you should try and present and practice material using a uniform, consistent pattern. The lessons in this manual reflect one kind of pattern throughout. For example, once you develop your cues and gestures, don't decide to change them. Students appreciate and respect teachers who are organized and who are understandable and predictable in terms of behavior.

Below is a quick summary of the features that might be included in a lesson plan.

(1) Objective.

(2) Visual aids required for the lesson.

(3) Vocabulary words to be taught and used.

(4) Review focus.

(5) Ideas to present new material -- at least 3 different ways.

(6) Ideas for practicing new material (the bulk of the lesson, this may include jotting down teacher questions and predicted student answers).

(7) An estimated time to complete the lesson.

Once you catch on to writing a readily usable plan, you will be able to skim it and pick out areas where you can predict possible problems the student will encounter. When you reach this point, you are letting your previous knowledge and experience work for you.

Lesson plans with all the characteristics stated above are included in this manual. It's a good idea in the future to learn to develop your own lesson plans.

HOW DO I USE THIS BOOK?

The curriculum is divided into 23 survival lessons. Each lesson has a goal which is subsequently divided into objectives. All new vocabulary and structures in the lesson will appear in the LESSON TEACHING BOX. Individual objectives will also have a teaching box.

Included in each lesson are opening notes and suggestions on how to best approach the material. Following each teaching box is a step-by-step script on what to do for the material.

If you turn to the daily lesson plans on page 37, you will notice that although lessons are to be followed sequentially, it is not always necessary to finish one before you start another. This means that in one day you may be teaching new material from Lessons 3 and 4 as well as reviewing earlier lessons. This is because when you introduce new material, it is better to present and practice a small portion of a goal that is easy for the students to obtain and understand the entire goal. You shouldn't spend more than 20 minutes on any objective in a teaching session. This includes introducing and practicing the material. There are some objectives such as furniture items that take a lot of time to teach. If you were to teach an entire hour of furniture vocabulary before you moved on to the next lesson, you would (1) be presenting too much vocabulary, and (2) probably lose your student's interest. Just remember, no matter what you introduce, you must review and practice that material in the subsequent classes.

Also included in the daily lesson plans are three ability levels. The plans will give you some indication as to how fast or how slow you should proceed with your particular student.

Although you may combine lessons in one teaching session, it is not advisable to teach lessons out of sequence. This is because higher lessons assume a better command of English than lower lessons. If you find your student needs to learn a survival skill that is two or three lessons away, make sure you restructure the material to fit your student's present language ability.

WHAT IS GRAMMAR?

As a speaker of English, you are probably not aware of your own formal grammar system except perhaps at times when you question whether you should use "was" or "were" in a long sentence. It's probably been a long time since you studied grammar in school. There are grammar considerations in teaching ESL and although you needn't necessarily know the various labelings for them, you should know that they are a part of your teaching strategy. Grammar isn't just knowing a verb from a noun. A student of language must understand the function of grammar so that his usage will be correct.

The following is a brief summary of some of the grammatical structures a beginning student encounters. They are only for reference and are not presented in any specific order.

---

personal pronouns	I, you, he, she, they, we
possessive pronouns	my, your, his, her, their, our
demonstratives	this, that, these, those
affirmative statement	He is tall.
negative statement	He is not tall.
singular	He is a boy.
plural	They are boys.
contractions	He is -- he's She is -- she's It is -- it's
articles	a, an, the
command form	Write your name. Read this.
possessive	It's Jack's book.
long answers	(Is he your brother?) Yes, he's my brother.
short answers	Yes, he is.
verbs	action words or state of being words to go to be (is, am, are) to walk to seem
Tenses:	
present tense (usually a habitual action)	He works at home. He drives to work at 9:00.
present continuous (an action occurring now)	He is writing a letter. They are singing.
past tense (an action in the past)	I saw him last week. We ate dinner.

future tense (an action that will occur in the future)	I'm going to see him tonight. I'll call you later.
adjectives (words that describe)	He is tall. I am hungry. They are red apples.
adverbs (words that tell how something is done. Adverbs modify action verbs in this case.)	I walk quickly. (how I walk) He writes well. (how he writes)
nouns (people, places, things)	It's a stove. He's a doctor. My name's Debbie.
prepositions (shows position or place)	He's in the kitchen. It's on the table.
"or" questions	Is that an apple or an orange?
WH-questions	who, what, when, why, which, whose Also includes how, how many, h[illegible] much
object pronouns	me, her, him, you them, us
modals	Can you speak English? He should brush every day. Also includes, could, would, will, must, have to, shall and more ....
frequency adverbs	now, everyday, yesterday, never, often, always, sometimes, etc.
expletives	There is a man in the room. Is there a woman in the room? There are several people in the room.

HOW TO TEACH VOCABULARY

When you sit down to write and study your lesson plan, one of the first things you'll do after you've decided upon your objective is to write out a list of vocabulary words that relate to what you're going to teach. If, for instance, you want to teach your student about illnesses, you will construct your list with words that are related. For example:

sick
stomachache
headache
flu
cold
hurt

There are, of course, dozens more, but you want to limit your list to a teachable few at first. The above words suggest something to you -- a discussion of illnesses -- but the list itself has no meaning to a student. You must, therefore, decide in which context you will teach the words.

I am sick.
I have a stomachache.
I have a headache.
I have the flu.
I have a cold.

Once you've done this, you discover that "hurt" doesn't fit into the patterns with which you are most concerned. It's best to eliminate it from your list until a later lesson.

You now have what you want to teach. Your next step is how you will introduce the meaning of the vocabulary words.

There are two kinds of vocabulary words: vocabulary that you can point to or hold such as a cup or pencil; and vocabulary that is more abstract such as sick, emergency, dangerous, favorite, tired etc. The first type (or concrete vocabulary) is easy to teach as long as you have the objects you need available. If you don't, pictures, either drawn or cut from magazines can be used. Take for instance, the word "ambulance". We don't carry ambulances in our pockets so it's best to try getting a picture. If your son has a toy ambulance in his car collection, that's even better.

The following is a basic methodology for introducing the first type of vocabulary described above:

T (*Hold up a pencil and point*)
Listen

pencil
pencil

S (*silent*)

T It's a pencil.
It's a pencil.

(*gesture to repeat*)

pencil

S pencil

T It's a pencil.
S It's a pencil.
T again
S It's a pencil.

Once you've established a consistent method such as the one above, you should eventually be able to introduce only the new word and have the student respond in a complete sentence. This way, you are forcing your student to think and do part of the work. This may sound odd, but repeating requires little thought. The purpose of repetition should be to practice pronouncing and forming new words correctly -- not for purposes of retention. By consciously thinking about and using the language, the student will be able to retain material better.

Teach the question form to go along with any new vocabulary. Students should be able to ask as well as respond to most questions. After you have introduced the new vocabulary word "pencil", proceed to teach the question form:

T *(Hold up the pencil)*

What is it?
What is it?

It's a pencil.

(To student)

What is it?

S It's a pencil.
T Ask me. *(Cue: What is it?)*
S What is it?
T It's a pencil. again
S What is it?
T It's a pencil.

If your student doesn't understand the question and cannot respond, try the following:

T What is it?
S *(looks confused)*
T *(hold up the pencil)*
book?
man?
pencil?

S *(When the student hears pencil, he or she should respond in recognition)*

T It's a pencil.
S It's a pencil.
T What is it? *(Cue with the first word of the answer: It's...)*
S It's a pencil.

Even though your student may not know "book" or "man", "pencil" should hit a familiar note. Use of your voice intonation is very important when asking questions. Once your student becomes accustomed to your voice changes, he or she will know when a question is being asked. Also, as you introduce more and more words using the question, they will begin to understand just through the situations that you use.

Obviously, there are other ways to proceed when teaching vocabulary. The method shown above was chosen because it gives the student the opportunity to ask about any new vocabulary item with one simple question, "What is it?"

Once you've taught your student to ask about vocabulary, it shouldn't be necessary for you to hold up an item and say "What is it?" Try and get your student to ask instead. After all, if your student wants to learn vocabulary, he or she should have the tools to ask outside the classroom.

The second type of vocabulary (or abstract vocabulary) is obviously more difficult to get across. You must teach an "idea" as opposed to an object. The best ways to do this are through pantomine or acting, the use of pictures and realia, if available, and sometimes through dialogues. The following is a methodology for two abstract vocabulary words:

OBJECTIVE: To teach "sick"

To best illustrate sick, act it out as you repeat "I'm sick". Moan and groan a lot. To reinforce the idea, have on hand pictures of other sick people, but include one that is not sick. You can point to each picture and say:

T Is he sick? sick?
S Yes
T *(point to the student)*
Are you sick?
S No
T *(act sick again and point to yourself)*
Am I sick?
S Yes

OBJECTIVE: To teach "dangerous"

A difficult word like "dangerous" should not come up until your student has studied English for a while. You must set up situations that illustrate "dangerous" and you must have more than one situation. The following are a few: Standing on top of a teetering ladder or chair; putting a finger too close to a fan; handling a heavy hot pot; carrying too many packages upstairs or downstairs. Act out these situations the best you can and try and show the opposite to test your student's comprehension of "dangerous". For example:

T *(Carrying many items upstairs)*
Is this dangerous?

S Yes

T *(Unload and carry only two items)*
Now, is this dangerous?

S No
T No, it's not dangerous.
S No, it's not dangerous.

If your student responds incorrectly to the questions above, he or she probably doesn't understand "dangerous" yet. You need more examples. Pictures of dangerous situations can also be used as reinforcement such as: Someone climbing a mountain; a construction worker high on a building; a fireman at work, etc.

The key to teaching an abstract vocabulary item is having a number of examples and contrasts and your ability to act out rather than explain a word. Remember this basic simple formula: Show rather than tell.

HOW TO TEACH STRUCTURE

What exactly is structure? The first answer that comes to mind is usually grammar. So why don't we just say grammar -- why structure? When you were learning English as a child, did you know the difference between a verb and a noun? By not knowing, were you unable to learn to speak? Obviously, the answer is no because structure means more than grammar. Think of structure as the framework of a language. Individual words have little meaning until you put them into a recognizable order. If you change the slots those words fall into, you actually change or garble the entire meaning of the sentence. Take, for example, the two sentences below:

The man rode the horse.
The horse rode the man.

By switching just two words into different slots, we've changed the meaning of the sentences.

When you are teaching structures, you are basically showing a student where words fall into place. English, although somewhat complex, has a consistent order like all languages. Once a student "internalizes" the order of questions and statements, it is a matter of learning new vocabulary and the different verb tenses and plugging them into the slots or correct order. The question at the heart of ESL is how to get the student to "internalize" order and vocabulary. Most ESL teachers agree that one of the best ways is through a step-by-step building process. Below are two lesson plans. Compare the two in light of the beginning student with a minimum knowledge of English.

LESSON PLAN A

OBJECTIVE: To teach "Where" in question form.

VOCABULARY: Furniture and rooms; prepositions

QUESTIONS:	Where is the couch?	It's in the living room.
	Where was it yesterday?	It was in the dining room.
	Where did she go?	She went to the kitchen.

In the above lesson, the teacher is utilizing the student's knowledge of furniture and prepositions to teach "where" questions. This is fundamentally a very sound practice. Problems will surface, however, because the questions have several structural features that the students are unfamiliar with at this point in their English training.

Where is the couch? uses "where" with the present tense (is) of TO BE verb.

Where was it yesterday? uses the past tense (was) of TO BE, which is irregular, and also substitutes the pronoun "it" for "the couch".

Where did she go? is very complicated because it uses the past auxillary "did" along with the verb TO GO. The answer She went to the kitchen does not include "did" and shows the change in the irregular verb "went".

If all this sounds confusing to you, imagine how a beginning student must feel. Now look at the amended plan of the same lesson.

LESSON PLAN B

OBJECTIVE: To teach "Where" in question form.

VOCABULARY: Furniture and rooms

QUESTIONS:	Where is the couch?	It's in the living room.

Where is the bed?	It's in the bedroom.
Where is the stove?	It's in the kitchen.

Obviously, there is only one basic structure with one basic answer. To teach the above, you must still get across the meaning of "Where", but the order and meaning of the other words are already familiar to the student. You can concentrate on your objective without the interference of other new words, tenses or auxillaries.

How do all these structures tie into some kind of real communication? That's where your imagination comes in. It's your job to set up situations that require the use and understanding of the structures and vocabulary you've taught and the students have practiced. In the lesson above, one way to do this is by using a doll house with furniture. Take a familiar vocabulary item, such as a toy clock, and place it in different rooms. Have students ask each other the location of the clock and be responsible for moving it from one room to another. Use other items as well to reinforce not only "where" questions, but other vocabulary they've previously learned. This way of introducing and practicing vocabulary and structures is far more interesting and understandable than simple repetitions.

When you plan a lesson -- and you should always plan before you teach -- you must "control" your structures and vocabulary. This means you must minimize the vocabulary you use and teach in class and you must make sure you do not use sentences with structures the students have never been taught. Of course, there is a certain amount of leeway, but if you consciously plan what you introduce and use, you will not overburden your student with a lot of language he or she does not yet understand.

HOW TO PRACTICE NEW MATERIAL

Since language learning has steered away from the old drilling techniques in favor of meaningful practice, the ESL teacher's job has become more difficult -- but more challenging and interesting. How does the teacher get the students to use vocabulary and structures in a meaningful way? The best answer is to try and use as many real items as you can and to think up situations whereby the language learned can be applied by the students.

The following are some general ways by which material can be practiced. Practice activities should proceed only after new material has been introduced or demonstrated. The students must understand what it is they're practicing or the entire process may become a meaningless drill.

Basic Question/Answer

This is the most common way to practice material. Below is an example of how to introduce and use the Question/Answer method.

Objective: to teach the vocabulary term "stove"

T *(point to a stove or a picture)*
stove
stove
It's a stove
It's a stove

(point to student to repeat)

stove

S stove
T It's a stove
S It's a stove

T Listen: *(point to stove)* What's that?
What's that?

It's a stove.

(To student)
What's that? *(Cue if you have to: It's.....)*
S It's a stove.
T What's that?
S It's a stove.

T Ask me. *(Cue: What's that?)*
S What's that?
T It's a stove.
Again
S What's that?
T It's a stove.

If you are dealing with more than one student, the pattern below generally works very well.

Teacher asks students
Student responds

Student then asks teacher the same question
Teacher responds

Students ask other students

or

T to S
S to T
S to S

In this way, students hear and say both questions and answers. Eventually, all the asking and answering are turned over to the students and the teacher acts only as moderator. When you use objects, pictures or any realia, follow the same format, eventually turning over all the objects to the students to ask about and answer. You can also choose one student to act as teacher asking and fielding questions of the other students.

Dialogues

Dialogues are designed to teach language for specific purposes -- conversation between a customer and salesperson; passenger and bus driver; patient and doctor; etc. Dialogues can be useful, especially in survival situations, because they are in context and usually hold some necessary information and expressions of interest to students. The problem with dialogues, though, is that students tend to learn them so well, they cannot deal with unexpected responses that do not conform to the dialogue they have learned.

Dialogues can be done with or without pictures or realia. The important thing to remember about dialogues is to make them as real as possible and then follow up with a practical application in a real situation.

There are several ways to do a dialogue. Below is one way:

At the Bank

NOI: I want to cash a check, please.
TELLER: Do you have an account with us?
NOI: No.
TELLER: Do you have some I. D.
NOI: Yes. (*show I.D.*)
TELLER: Please sign here.
NOI: (*signs*)
TELLER: Thank you.
NOI: You're welcome.

First, introduce any vocabulary items unfamiliar to your students. In the above, these would be: "check", "I.D." and the meaning of "sign here". Introduce as you would any new vocabulary item. Your student probably won't understand "account" but don't worry about it, you can show a checkbook or bank deposit book to convey your meaning. Just make sure the student responds appropriately. This dialogue was made for people who obviously have no bank account.

Next, act out the entire dialogue. To show both roles, you can use pictures, dolls or puppets, or you can simply physically move around the table as your role changes. Students should watch and listen in silence.

Take the Teller's role and have your student repeat Noi's role for the first two lines. Practice until cueing is no longer necessary and proceed to the next two lines.

Once the student can say the second line without cueing, go back and begin the dialogue from the beginning and continue up to the line you've just practiced.

Continue practicing the 3rd and 4th lines in this way, always returning to the beginning of the dialogue until all the lines have been learned.

Go through the entire dialogue once or twice using whatever props make the situation real.

For this particular dialogue, there is no need for the student to learn the TELLER's lines. For other dialogues, such as greetings, have the student perform both roles.

In summary, a dialogue goes something like this:

(1) Teacher introduces any new vocabulary.

(2) Teacher acts out entire dialogue once or twice.

(3) Students watch and listen.

(4) Students practice one line at a time.

(5) Return to the beginning after each new line has been taught.

(6) Repeat the entire dialogue, students taking one role, the teacher the other.

(7) Reverse roles and begin again, if applicable.

TPR or Total Physical Response

This method is particularly effective with beginning students because it emphasizes listening skills and is easy to accomplish. Basically, TPR is a command -- recognition -- response technique; that is, the student hears a command and responds to it by physically moving. If the student does not understand, he or she cannot perform correctly. Below is an example of TPR:

T	Go to the window
S	(*goes*)
T	Open it
S	(*opens*)
T	Now close it
S	(*closes*)

And another example:

T	Show me the window
S	(*points*)
T	Show me the boy (*in a picture*)
S	(*points*)

The examples above can be used in review and to test student's comprehension of verbs and vocabulary. You may have noticed that the students say nothing in these examples. The objective here is listening comprehension; the proof of understanding is the correct physical response to the commands given. Later stages of TPR include students telling about what other students are doing -- "He is going to the window. He opened it and then he closed it." Students can also give the commands at this stage.

HOW TO USE VISUAL AIDS

A visual aid is anything, object or picture, which helps to convey understanding. You hear the word "realia" a lot as well -- this is simply real objects like pencils or pens.

Using visual aids is essential in ESL. Seeing and touching objects seem to help students not only understand language better, but retain it as well. There are a variety of ways to properly use visual aids to both introduce and practice new material. Below are some rules and suggestions in the use of visual aids.

Realia or objects

(1) Try not to use too many objects at one time. Gather 5 or 6 together but use only one at a time. If you mean to use more for the day's lesson, and these are not related to your previous objective, clear the others away before you bring out the rest.

(2) Plan ahead. Remember to have all objects on hand before teaching your lesson.

(3) Try and use objects that are easy to handle and pass around.

Pictures

(1) If using only one picture, make sure all students can see it clearly. Situate the picture in such a way that you're not standing in front of it or between it and your students. Also make sure the objects or people in the picture are big enough for your students to see.

(2) Choose pictures that are simple but show what you want them to learn. Cluttery pictures have many distractions for a beginning student.

(3) Before using a picture for a specific teaching objective, make sure your student sees what you see. Go over the vocabulary so that you and your student have a common understanding of the picture.

(4) Try and use pictures again and again for different objectives. Once students are familiar with a picture's vocabulary it's easier to learn new material from it.

(5) Don't always rely on just one picture to convey what you want. Use more than one along with realia if possible. Students sometimes have a tendency to memorize pictures rather than learn what they are representing in real life.

(6) When presenting new material, a good rule of thumb is first use real objects or situations from real life to illustrate your new learning point. If this is not possible for some reason, then use pictures. Pictures are also a good follow-up and review for material presented initially with real objects.

(7) Try to use pictures that have no writing on them. If your student reads a little, he or she will want to read the writing rather than concentrate on the picture. Writing is another distraction from what you're using the picture to teach.

Collecting a picture file

Since pictures play such an important role in teaching ESL, almost every teacher utilizes a picture file. Pictures can be gathered from magazines, catalogues or old books you no longer want, cut and pasted on construction paper and used again and again.

There are basically two types of pictures to look for: those that illustrate specific objects, places or characteristics and those that illustrate actions or ideas. An example of the first category would be: pictures of food, cleaning products, weather conditions, happy and sad people, places like mountains, the sea and the desert. The second category would be: actions like running, going to the store in a car, playing ball, etc., or to illustrate ideas like a family gathered together at a supper table eyeing a huge turkey (Thanksgiving) or a small boy crying at a baseball game (his team lost). These pictures tell a story or present ideas rather than merely illustrate specific objects or actions.

As you're thumbing through your picture sources, keep a list beside you to remind you of the kinds of things you're looking for. When you organize your file, remember that for storage and use, it's a good idea to have your pictures a standard size. Use construction paper or firm backing for the pictures. Make categories for the pictures and file as you would any other items in a filing system.

Below are some category ideas and general guidelines for making your picture file.

(1) Categories

actions
adjectives and contrasts
animals
body
calendar
cleaning items
clothes
colors
family
famous people
food
furniture
health
holidays
household appliances
locations
maps
places (environment)
prepositions
professions
recreation
safety
signs
telephone
time
tools
weather/seasons

(2) Cut out any part of a picture that you think would distract a student such as writing or items which you are not specifically interested in teaching.

(3) For adjectives and contrasts, find pictures that illustrate differences such as tall/short, happy/sad, sunny/cloudy, hot/cold, etc. You can include objects and people in this category that show basic characteristics that can be described -- (watch) It's expensive, it's gold, it's for a woman. (People) She's very pretty. She has blond hair and blue eyes. She's from America.

(4) For the family category, include composite pictures and individual pictures. For example, a picture that shows a family together is a composite picture. A picture in which you cut up each face or body and place in some kind of order helps illustrate each individual relationship. Create two or three families with different numbers of children or no children at all.

(5) When you begin to teach verb tenses, you can create more categories for each tense or you can have 1 file for all the tenses. Often you can use one picture for several tenses. Also try to gather pictures that show a sequence of events -- a dirty room becomes clean, a house that is beautiful in one picture and burned to the ground in another. These can be used for conversation and story telling and for practicing tenses as well.

(6) Sometimes it's difficult to find just the picture you want. If you are artistic, draw your own pictures and include them in your file. Even stick figures are useful in many situations. For time, it is quite easy to draw clocks or even to make your own to use. You can go to the library and check out books that have good illustrations and trace them.

(7) Remember that in ESL you can have many audiences; adults, teenagers, children, men, and women. When you're gathering pictures, you will want to find items that are of interest to the group you're teaching. For example, if you're teaching women, your cleaning and household item files will contain a lot of pictures. If you're teaching men, you will probably want to have a lot more pictures of tools on hand. The interest level in learning a language is very important so the items that interest your student the most should be the ones you concentrate on getting.

The Chalkboard

(1) You can use the chalkboard for both presenting and practicing new material. A general ESL rule is don't write new words on the board before you've presented and practiced them orally.

(2) For beginning students, it is usually easier to understand the printed word rather than cursive writing.

(3) Try not to clutter up the chalkboard with too much information, whether it be pictures or written material. Divide your board into 2 or 3 areas and be consistent in how you use each space. Once you have written or illustrated your lesson point, erase it before you begin again. The less you have on the board at one time,the less the student will be confused.

(4) Be aware of where you stand and point when using the chalkboard. Don't get in the way of the students and board.

(5) If you have students write on the chalkboard, remember that it is quite different from writing on a flat surface.

Puppets or Dolls

(1) When using dolls or puppets to illustrate a dialogue, limit the number of characters, especially with students just beginning their English training. Too many characters and dialogues can be confusing.

(2) Give names to your dolls or puppets. Make sure you indicate immediately whether they are male or female. Use common names they are familiar with if possible. You can even use the student's name or other family names.

(3) Allow the students to manipulate the dolls or puppets in practice.

VISUAL AIDS AND MATERIALS

There are some visual aids (or realia) that will come in handy again and again when you teach. It's a good idea to gather materials early so that when you get to a lesson that requires one of these, you'll be ready. Also, it's a good idea to keep your eyes open for bargains at thrift shops and garage sales for anything that may help you with your lessons.

Colored Construction Paper

To make flashcards (cut to a standard size)
To teach or review colors
To back pictures (drawn or from magazines. Start your own file. File by categories: weather, people, family, actions, professions, etc.)

A Ruler

Marking Pens and Crayons

To color drawings
To make flashcards
To teach or review colors
To use in teaching commands and verbs and prepositions

I have a green pen.
I want a blue pen.

The blue pen is on the table.
Give me the orange pen.

....and many more

A Clock

To teach time

You can buy a teaching clock or make your own out of a paper plate or any stiff backing. Make sure the numbers and hands are distinguishable.

A Telephone

To teach phone vocabulary and conversations.

You can buy toy phones or use teletrainers from the phone company. Just ask your local company for Telephone Trainers.

Money

To teach coins and bills
To teach counting money
To teach adding and subtracting

Try to always use real money. Play money is usually a lot different from the real thing.

Plastic Fruit and Vegetables

To teach fruit and vegetable items
To teach colors
To teach verbs and commands

Do you like bananas?
What do you have?
Is an apple red or blue?
....and many more

Dolls

To teach sexes
To teach dialogues
To teach family relationships
To teach body parts
To teach commands and prepositions

John (male doll) is in the kitchen.
Put John in the bedroom.

Doll Furniture and Clothes

To teach rooms and furniture items
To teach prepositions

on the couch
in the kitchen

To teach questions:

What's on the table?
Where is the refrigerator?
Who's in the kitchen? (with dolls)

To teach clothes and colors

Real Clothes

To teach clothes items
To teach sizes
To teach "fit" and "too big" "too small"
To teach commands

put on
take off
unbutton
tie

To help teach seasons and weather

It's for summer. It's cool.
It's for winter. It's warm.

Catalogues

To teach vocabulary items
To teach prices
To teach colors
To use to make flashcards

A Calendar

To teach months of the year
To teach seasons
To teach holidays
To teach dates

A Thermometer

To teach temperatures
To teach "fever"

Empty Food Containers

To teach food items
To teach prices
To teach store dialogues
To teach verbs and various structures

What do you need?
The milk is on the 3rd aisle.

Empty Medicine Bottles

To teach medicine
To teach safety
To teach "What...for" questions

HOW TO REVIEW

Review is essential and should be an integral part of every lesson. Without review there is a decrease in retention, and without retention, language acquisition progresses very slowly.

Review is a lot like practicing new material, except the exercises can proceed at a faster pace because the student should already understand the material. Also, you don't want the review to become boring so you must think up several different ways to practice the same thing. Some suggestions for review techniques are listed below.

With Flashcards

Flashcards are quick and can be handled by students. You can use them for numbers, the alphabet, sight vocabulary, colors, or for teaching verbs and vocabulary by pasting pictures you've drawn or cut from magazines onto flashcard material.

A good rule to remember about flashcards is to try and make them a standard size -- they're easier to handle and store that way.

With Pictures

If you introduced your material using realia the first day, use pictures of the same objects to reinforce or review the next day. This way, you are presenting your student with a variety of stimuli over a period of time. You are in effect, spreading your arsenal out. This reinforces and offers a more interesting approach to practicing material.

With Objects

Objects or realia are usually used to present new material, but can also be utilized in review. You can use them to practice what you initially introduced, and you can also use known objects to reinforce different teaching objectives. For example, you used doll furniture to practice the names of furniture and rooms. Later, you can review furniture items as well as prepositions, "Where" questions and colors using the same doll furniture. In this way, you are practicing and reinforcing several things in different contexts.

With Outside Sources

Once you've practiced and learned an item, it's always a good idea to relate what's been learned to the real world. So take your students outside the classroom, expose them to new people and experiences whenever possible and be conscious of pointing out and getting them to use the language items they know.

It's also a good idea to bring in another person or people just so your student can hear another voice. Though we all speak the same language, English, the ways we put together sentences, pronounce words and the speed of our speech are very different. Give your student the opportunity to ask and respond to someone else.

ABOUT PRONUNCIATION

Students may know a lot of English vocabulary and may even have a good command of the language's structures, but if their intonation or pronunciation of sounds is poor, they will not be understood.

The traditional way to teach pronunciation is through a carefully thought out process of practicing individual and combined sounds through "minimal pairs" drills. A "minimal pair" is a set of 2 words that have similar sounds -- in fact, rhyme. The idea is to practice hearing and eventually saying the differences. For instance, "fat and vat" or "sin and shin" contrast difficult sounds for a student to distinguish. Through a daily practice of listening and saying these sounds, a student will improve his pronunciation.

There are several problems with illiterate students when it comes to teaching pronunciation in the above manner. For one, they cannot read so all the practice must be without the use of the written word. For another, they will not have an extensive background knowledge of the words you use to practice the sounds. They will want to know the meanings and the teacher may get side-tracked and teach them. This is not the objective of the minimal pair exercise and it requires a great deal of time.

One of the best ways to approach pronunciation with a beginning student is to concentrate on correcting pronunciation as you go. That is, in teaching vocabulary and structures, make pronunciation an integral part of your teaching strategy. Concentrate on repeating those sounds your student has particular problems with and be aware of the importance of intonation patterns in question and statement forms.

There are materials available from the Center for Applied Linguistics that deal with the pronunciation problem of each of the ethnic Southeast Asian groups. These materials are free and very useful when used on a daily basis. See the Bibliography for more information.

ABOUT LISTENING SKILLS

In the beginning of language learning, it is very hard to distinguish between words and sounds. At first, everything in the new language seems like one long word. This is because the learner's ears are not tuned into the language yet. The more one learns and develops listening skills, the easier it is to distinguish one word from another and understand the sense of the whole.

It is very important to develop good listening skills early in language training. There are many ways for both the literate and non-literate student to improve listening. Below are some ways to help your student develop better listening skills. These are specifically designed for listening. Don't lose sight of the objective as you're teaching these skills.

Dictation

If your student is literate, dictation covering known vocabulary items is an excellent listening technique. Just make sure your material is not new or unfamiliar to the student. Dictation can take many forms and levels.

For the illiterate student, you can dictate numbers and letters previously learned and practiced. Dictate simple individual numbers and letters at first and later expand to combinations of each, like telephone numbers or the spelling of your student's name.

One rule to remember in dictating anything -- don't repeat the material over and over. You are trying to get your student to listen carefully. Your student won't have to do this if you repeat the item 6 or 7 times. Usually two repetitions is reasonable after a student has caught onto the method of dictation.

Reverse Dictation

Although this is more pronunciation practice than listening practice, it is useful in pointing out the difficulties others have in understanding the refugees' English. Simply have the student dictate to you. If you are unable to respond correctly, it is because your student's pronunciation is probably faulty. If you have more than one student, they can dictate to one another.

Picture Cues

This is especially useful for illiterate students because little reading and writing are required. Make an answer sheet by numbering from 1 - 10 or by lettering from "a" to "j" with a line after each as below:

1. ____
2. ____

or

a. ___
b. ____

Using a set of numbered pictures (you can draw them, cut them from magazines or use a picture book) make up questions or statements about each picture. The student can respond by writing the correct picture's number or by circling for yes, crossing out for no, or any system you care to set up. For example, give each student a paper with 6 pictures on it. Each picture is a familiar object like pen, pencil, etc. Starting with picture #1, which is a pencil, say: "It's a pencil." The student must circle #1 on the answer sheet for the correct answer. For picture #2, which is a pen, say: "It's a book." The student must cross out #2 on the answer sheet for a correct no answer. Prior to conducting this exercise, you must make sure the procedure is very clear. With the same picture you can ask questions and have the student respond by writing the appropriate number. For instance, you can say: "Which is a pencil?" The student responds by writing the number of the picture of the pencil -- in this case, #1. Sometimes it's confusing for the student if the answer sheet is numbered from 1 - 10 and their answers must also be numbers. You can help by lettering (a - j) rather than numbering the answer sheet.

Pointing

A very simple listening exercise is just to have your student point in response to a question, statement or command. This can be done at several levels, from identification of vocabulary: (Show me a table, point to the house in the picture, etc.) to more complex structures using pictures: (Show me who is walking; point to the man wearing glasses, etc.).

With the beginning student, this is a good technique for hearing and reinforcing numbers. Write numbers from 1 - 10 on a paper or chalkboard if available. Repeat a number orally and have the student point. Continue in this way with numbers from 10 - 20. Since most students have trouble distinguishing between 13 - 30, 14 - 40, etc., write a list of these later and go through the same routine.

ABOUT EVALUATIONS

The ESL instructor must be concerned with at least 2 kinds of evaluation processes: evaluation of the student; and self-evaluation as an ESL teacher. The latter is important only because ESL is an on-going learning profession. There is always room for improvement, but first one must be aware of one's own performance. The self-evaluation form provided later will give the instructor some indication of what constitutes good performance.

Student evaluations take place on three levels: initial, on-going and final evaluations. All three are important in an overall picture of a student's progress.

The initial evaluation determines where a student is in terms of language level or ability. To find this out, it's necessary to test in two ways: orally and with a written test. It's usually very easy to determine whether a student has any literacy skills in English, but whether they are non-literate in their own language is often more difficult. Sometimes this information must be acquired through a translator, especially if the student does not speak or understand any English. Once a student's level of English is determined, the teacher will have a better idea as to how to proceed and which materials to best use.

On-going evaluations occur during teaching; that is, they are done periodically in class to determine a student's progress. The type of students you will most likely be teaching have a great respect for tests. They expect tests and will take them very seriously. Your attitude should reflect these expectations as well if your tests are to be valid.

Final tests are more general and encompass the entire learning experience of students. These tests give an overall picture of a student's language abilities after instruction has been given. They are valuable in telling the teacher areas of strengths and weaknesses. Final tests can also help place students in other classes or schools if your instruction period with them has concluded.

Methods of evaluation do not necessarily have to take the form of a test. Below are briefly described ways to evaluate. If you find you have an interest in testing and evaluation, refer to the bibliography for further information in these areas.

Aural Tests (Listening)

Aural tests can be used for both initial and on-going testing. Using the pointing method described earlier under "About Listening Skills", you can test your student's knowledge of vocabulary and some structures using pictures. Have them point or circle the correct response.

Oral Tests (Speaking)

Oral tests can be used in conjunction with aural tests. Using pictures as your stimuli, students respond to your questions or talk about a particular picture given a verbal command. To assess a student's knowledge of vocabulary and structures, questions must be specific. For example, if you want to assess the student's knowledge of the past tense, you would ask questions such as: "What did he do yesterday?" or "Where was he at 4:00?" To get statements from a student say: "Tell me about yesterday" as you point to a picture. You may have to give examples and initially help the student become familiar with the test. Remember that your objective is speaking -- not yours, but theirs.

Written Tests

There isn't enough room to go into the intricacies of written testing in this book. If you are in a position to use written tests (with literate students), keep these general guidelines in mind:

(1) Always remember what it is you're testing. Don't get off the track and test things your student has not yet learned.

(2) Don't use unfamiliar words in your test questions.

(3) Always make sure your students understand the test procedures before actually beginning. They must understand how to take your test.

(4) Don't make your test too long.

(5) Don't write tricky questions.

(6) Don't make your questions so patterned that it becomes easy for the student. You're not really testing then, you are giving an exercise.

Teacher Assessment

Sometimes it's hard to test every phase of learning. Often a teacher knows how a student will do on any given test, even down to each item on the test. Since this is often the case, another way to evaluate would be simply to list a number of objectives taught, and check whether you think the student has learned that particular objective. Up-date this checklist once or twice a month to give you an idea of the student's progress. If you are unsure about a particular objective, that is the time to consider administering one of the tests above.

Below is a portion of the checklist for the first two lessons of this book. Checklists such as these are placed throughout the manual.

(1) ___ Student can respond to everyday greetings and farewells.

(2) ___ Student can state her first and last name.

(3) ___ Student can count from 1 - 10.

(4) ___ Student can read and write numbers from 1 - 10.

(5) ___ Student can read, write and say the alphabet.

A final note about evaluations. Sometimes it's better to have an outside person administer a test, especially after you've taught a student for a while. The student has grown used to you, your voice, your pace, even your expressions. An outsider would be a far more objective tester. If your tests are well-designed and simple enough, anyone should be able to administer them.

ABOUT CORRECTING ERRORS

When you are teaching someone English from the very beginning, you have a distinct advantage because you have the opportunity to teach the student the "right" way. That is, you don't have to try correcting mistakes previously learned by the student. That can be next to impossible in some students' cases.

In the beginning, an ESL teacher teaches the student simple questions and statements with a limited number of words and structures. At this stage, pronunciation, word order, intonation, and stress are important considerations. It's easy to correct any and all mistakes if one goes slowly and corrects in an *encouraging* manner. Demand correct usage -- especially in word order -- from your student and he or she will give it to you. If you are lax and allow errors to pass by because you feel it slows up progress, your student will reflect this attitude later in his or her English training. When your student reaches a level where she has enough English to communicate to some degree on her own, you will want to temper your error correction in order to allow the student to use as much English as possible. If you've provided a good foundation initially, you will find that your student will make fewer errors than other students. Error correction is an important teaching/learning tool.

There are many techniques for error correction. The most common is "modeling" -- saying the statement or question over for the student and have her repeat. At times, this is the easiest and fastest means of correction, but it is not always the best. If you are teaching your child to tie his shoes, the usual way is to show him several times and then allow him to do it. You can help along the way but you know that you cannot always be there and that he must eventually do it himself. He makes mistakes again and again, but if you want him to learn, you don't continually *do* it for him. You encourage him to learn from his mistakes and eventually get along without you. Your role as parent is supervisor, guidance counselor and encourager. In ESL, your role is the same. You show your student the correct way initially but you want her to realize her own mistakes and *self-correct* if possible. If she cannot, sometimes it's encouraging to allow her peers *to help*; and failing that, you are there. The means by which you help can be modeling or "cueing". Cueing and gestures allow the student to try and discover the correct way on her own. In this way, she must consciously think about language and retrieve the correct responses without you actually giving them. Modeling does not require this conscious effort -- it is merely repetition on the student's part. As mentioned earlier, modeling saves time and is easy, but all errors need not be corrected in this manner. Remember that retention is an important consideration in language learning. Good error correction aids in the retention process.

A teacher can use gestures, pointing, pantomiming, and one or two word cues to help the student recall language. Sometimes it even helps to say the beginning sounds of a word. Whatever you do, remember that at some point you must eliminate even the gestures or your student may become too dependent on them. Drawing a big snake shaped like an "S" is a visual cue for final "S" sounds. A teacher eventually nee only glance at the snake to indicate to the student that she has made a final "S" mistake. Since the "to be" verb is often missing from student sentences, a flashcard displayed somewhere with "is" or "are" written on it can be used in the same way as the snake. Use your imagination and find alternatives to mere modeling in error correction.

ESL TEACHER'S DOS AND DON'TS

(1) LIMIT TEACHER TALK

People think if they talk slowly and pronounce each word, foreigners will miraculously understand them. Does it make any difference to your understanding of Vietnamese if a student enunciates and speaks the language slowly to you? Your student may only know a few words of English. When you try and explain things or just ramble on in English, she doesn't understand you! Why do it? It's very frustrating and not much of an ego builder for her. Don't speak in long, complex sentences or idiomatic phrases. On the same hand, don't talk "baby talk" to her. If you do use one or two words to get your ideas across, follow them up with a short sentence.

(2) DON'T EXPLAIN

This is very similar to rule number 1, but it's different in that once your student does know a little English, don't make the mistake of thinking that she is then ready for explanations. Tutors too often want to explain why things are as they are. Your student will neither understand nor care most of the time. If you are in a class situation, do not let the student distract you and get off the subject. Don't allow yourself to digress at the request of one student.

(3) NEVER ASSUME ANYTHING

Just because your student tells you she understands doesn't mean she does. She is probably being polite or she may think she understands but her understanding isn't exactly what you had in mind. Always test to find out for certain. You can do this in a variety of ways -- sometimes you must be very clever and creative. But don't ask "Do you understand" and leave it at that. Furthermore, don't assume that something is too easy or too hard for a student. This is a very common mistake of new and experienced teachers alike.

(4) SPEAK NORMALLY

Teachers have a tendancy to speak very slowly and enunciate each word. Although there are times when you want to slow down for your student, you also want her to be able to function outside the classroom environment. If she is conditioned to your exaggerated speech, she will not be able to understand others and will complain that they speak too fast. For pronunciation and new vocabulary, speaking slowly is okay, but when you ask her questions, speak as normally as possible.

(5) LIMIT NEW VOCABULARY -- TEACH NO MORE THAN 10 WORDS A DAY

Unless your student is a fast learner, 10 words a day is all that most people can retain. If you don't believe that, try learning 10 new Lao or Cambodian words and remembering them the next day. If your student is very slow, 10 words are too many -- you may only be able to get across 3 - 5 words. You will find the more she learns, the faster she learns. You can slowly teach her more and more vocabulary in one lesson, but make sure you continue to review as you would normally.

(6) REVIEW CONSTANTLY

Review is as important as introducing new material. Without constant review, she will forget. Always remember -- one step forward, 3 steps back.

(7) BE PATIENT!

At times you will think you are going too slowly -- you are boring your student. Perhaps you are but more than likely you are the one that's bored. If your student is very slow, you should remember that you can't go slow enough for her. If your student is fast, you will have to adjust somewhat, but don't make the mistake of skipping steps or material because you are afraid it will bore her. When your student doesn't "get" something, don't always blame it on her -- perhaps it's your teaching. Try other ways and if all else fails, get a translation. Some things just have to be translated. Don't get frustrated, but if you do, don't show it. Asian students are not used to people who show their emotions, and that especially applies to their teacher.

(8) USE REALITY WHENEVER POSSIBLE

It's always best when teaching vocabulary to use the real thing in a real setting. If this is not possible, get the next best thing -- pictures. Be careful though because one picture may not be enough to convey the idea. Just because you may see a "stove" in a picture doesn't mean she recognizes it as such. Use several pictures if you can.

(9) BE CONSISTENT

An inconsistent teacher is someone who one day reviews the previous day's materials; the next day does no review at all; and the following day, writes numbers the entire time. This teacher may think this particular pattern keeps the student interested by never knowing what to expect next, but that is not the case. By consistency, I mean there are certain features of your lesson plan and certain expectations of your students that you should maintain: review each day, try to introduce at least one new feature of the language a lesson; after introducing new information always practice; demand that your students speak in sentences even if they are only two words long; make corrections; the list could go on and on. Establish your style or pattern and stick to it.

(10) YOU GET WHAT YOU TEACH!

Don't expect your students to know or produce words that they have only heard you say. If you have not previously taught a vocabulary item or structure to a student, why should that student suddenly be able to use those new items? This especially holds true when reversing roles and having students ask questions. If they have only heard the questions, but never practiced asking them themselves, it is very difficult for them to remember all the words and order involved, especially after concentrating so hard on the answer forms.

LESSON	STRUCTURES	EXAMPLES
1	Pronoun and to be	You are I am
2	Wh- question (what) possessive pronouns	What is...? your name my name
	WH- question (where) Yes/No question (to be)	Where are you from? Are you from....?
	"How many" question	How many children do you have? I have....
	Yes/No question (Do) Short answers	Do you have...? Yes, I do No, I don't
3	Statements	I don't speak English I need a doctor My house is on fire
4	Demonstratives (this/that) It and to be (contractions)	What is this/that? It's a ________
	Yes/No	Is this a _______
	Wh- question with prepositions	Where is the _______? It's over there/here. It's in/on/under/next to/behind/in front of/over
5	"and"	I have a dime and a quarter.
	Wh- question and have	What do you have?
	"How much" question	How much do you have?
6	Wh- question and past tense	What was yesterday?
7	WH- question and time	What time is it?
8	Wh- question and color	What color is this? It's ________
9	Plurals:	What are they? Are they _______?
	Wh- question and like	What do you like? I like ______
	Yes/No question (do)	Do you like? Yes, I like _______
	Long answers	No, I don't like ________
	Wh- question and need	What do you need? I need ______
	Yes/No questions and need	Do you need _______?

LESSON	STRUCTURES	EXAMPLES
9	WH- question and want	What do you want? I want _______
	Adjectives	It's expensive/cheap It's open/closed I'm hungry/thirsty It's hot/cold It's sweet/sour
10	Wh- questions and he/she	Who is she/he?
	possessives	What's your son's name? His name is _______ What's your daughter's name? Her name is _______
11	Yes/No questions and hurt WH-question and hurt	Does your _______ hurt? What hurts?
	WH- question and for	What is this for? It's for _______
	Want to and go	I want to go to _______
12	Yes/No question and go	Does this go?
13	Yes/No question and fit Adjectives	Does it fit? It's too big/small It's new/old
	Adjective and noun	It's a blue coat.
15	Modal	Can you eat it? Can you drink it?
17	"How" questions	How's the weather? It's raining
19	Wh- question (when)	When does it open? It opens at _______
20	WH- question (which)	Which school (does he go to?) Elementary school 1st through 12th grade
21	WH- question (what) and time words	What is this month? What is next month? What was last month?

LESSON EXPRESSIONS/DIRECTIONS

LESSON	EXPRESSION
1	Hi/Hello So Long See you (later) I'm sorry I don't understand listen repeat/again the same
2	I don't speak English I don't know Excuse me Thank you You're welcome Ask me copy write again, please
3	Please help me Please come
4	Show me
5	Give me Show me Count
9	Yes, please No, thank you Nothing, thanks
12	Pardon me?
13	Put on Take off Try (it) on (them)
15	Be careful! Watch out! Don't do that!
16	Turn it on/off plug it in take it out (plug) It's on/off
18	Put it on (stamp) Put it in (mailbox) Close it (letter) Open it (letter)
19	Sign here Count it, please

DAILY LESSON PLANS

A beginning teacher has a hard time gauging how much material to cover in a day's lesson. The following is a suggested lesson plan based on the abilities of three levels of students -- slow, average and fast. How do you know which your student is? You can find out in the first or second lesson by how much material she is able to cover and retain from day to day.

If she is very slow, she will have great dificulty learning five new words a day in the beginning. She will not know her alphabet or numbers at all and will probably have a hard time even holding a pencil. Hearing and pronouncing words are painstaking for her. You will end up having to repeat and have her repeat new words several times before she gets them.

A slow student is not dumb, but learns more slowly than others. The main difference between a slower learner and an average or fast learner is usually the amount of early education each has had.

An average student learns faster but still has a lot of problems with English. The language is new to her too, but she seems to catch on faster each day you teach her. She will probably retain no more than 8 - 10 words a lesson. You will be able to see her progress daily whereas with the very slow student, you will feel as though most of your lessons are review. The average student will be able to do everything in the manual.

A fast student is easy to detect because whe will grasp concepts quickly and retain material without constant review. She will probably be a woman with some educational background and may read and write some in her own language. Don't make the mistake of going too fast with her just because you've determined she's fast. She still requires the same instruction you'd give a slow student only paced faster.

The lesson plans that follow were designed for 1 - 1½ hour lessons. You will notice that the order of topics follow the lesson sequence in the manual, but often more than one lesson is combined with another in one day's session. The hour is divided into several different activities each not exceeding 20 minutes. A variety of activities taught in short periods of time keeps motivation and concentration high. As you can see, review is an essential portion of the hour. Review should never exceed 20 minutes. It's not necessary to adhere to each plan rigidly. These plans were intended only as guides to indicate to the beginning teacher how much or how little one should teach in an hour. If you are following your own plan, keep one thing in mind: Always review what you taught in the previous lesson and continue to review if she has not gotten the material. Once she has met lesson objectives and can perform the tasks in the lesson, move on and discontinue your review of those items. Remember, too, that it's better to have more material available for each lesson than to come up short.

Plans for only 15 days are provided -- by then you should be able to make your own.

DAY	SLOW	AVERAGE	FAST
1	1-A Greetings 2-A Name (first only) 2-B Numbers 1-5 (orally only) 2-C Origin	1-A Greetings 2-A Name (first only) 2-B Numbers 1-10 (orally) 2-C Origin Alphabet a-z (orally)	1-A Greetings Variations & Expressions 2-A Name 2-B Numbers 1-10 Orally, reading, writing 2-C Origin 2-D First and Last name Alphabet a-m (orally)
2	REVIEW All of Day 1 INTRO 2-B Numbers 5-10 (orally) 2-D First and last name 2-B Numbers 1-5 (orally and writing) Alphabet a-e Orally and writing	REVIEW All of Day 1 INTRO 2-B Numbers 1-10 Orally, reading, writing 2-D First and last name 2-A Address (orally only) Alphabet e-g Orally and writing	REVIEW All of Day 1 INTRO 2-E Address (orally only) 2-F Marital Status 2-G Age Numbers 10-15 Orally, reading, writing Alphabet a-m Orally and writing

DAY	SLOW	AVERAGE	FAST
3	REVIEW All Day 1 and 2 INTRO 2-E Address (orally only) Numbers 5-10 Reading & writing with flashcards Alphabet e-h Orally and writing	REVIEW All Day 1 and 2 INTRO 2-F Marital Status 2-G Age Alphabet g-p reading and writing with flashcards Numbers 1-10 reading from flashcards	REVIEW All Day 1 and 2 INTRO 2-H How many children 2-I Telephone 2-J Social Security Number Name and address Orally Number 15-20 Orally, reading, writing Alphabet m-z; orally
4	REVIEW All Day 1, 2 and 3 INTRO 2-F Marital status Alphabet h-l Orally and writing	REVIEW All Day 1, 2 and 3 INTRO 2-H How many children 2-I Telephone Alphabet p-t reading and writing with flashcards	REVIEW Address age marital status How many children telephone social security number Numbers 1-20 with flashcards INTRO 3-A Telephone dialing 4-A Kitchen (half) Telephone number writing Aphabet m-z; reading and writing with flaschards

DAY	SLOW	AVERAGE	FAST
5	REVIEW address last name marital status age numbers 1-10 with flashcards INTRO 2-G Age 2-H How many children Alphabet 1-p orally and writing Numbers 1-10 Listening	REVIEW address last name marital status age number 1-10 with flashcards how many children telephone INTRO 2-J Social security number 3-A Telephone dialing Alphabet t-z reading and writing with flashcards first and last name writing Numbers 1-10 Listening	REVIEW social security number telephone number and dialing kitchen (half) INTRO 3-B Fire Emergency 4-A Kitchen (all) Numbers 1-20 Listening Name, address, and phone number Orally and writing

DAY	SLOW	AVERAGE	FAST
6	REVIEW address age how many children numbers 1-10 with flashcards INTRO 2-I Telephone 2-J Social security number Alphabet p-t Orally and writing	REVIEW address age how many children social security number telephone dialing numbers 1-10 with flashcards INTRO 3-B Fire emergency 4-A Kitchen (half) Alphabet (all) Address (orally and writing)	REVIEW kitchen (all) fire emergency INTRO 3-C Medical emergency 4-B Bathroom (half) 5-B American coins
7	REVIEW address age social security number telephone number Numbers 1-10 with flashcards INTRO 3-A Telephone dialing 3-A Fire emergency Alphabet t-z Orally and writing	REVIEW address age social security number telephone number fire emergency kitchen (half) INTRO 3-C Medical emergency 4-A Kitchen (half) Name, address, phone number writing	REVIEW kitchen bathroom (half) coins medical emergency INTRO 3-D Police emergency 4-B Bathroom (all) 4-E Where questions (in) 5-D Numbers 20-30 Orally

DAY	SLOW	AVERAGE	FAST
8	REVIEW Telephone number Fire emergency Numbers 1-10 with flashcards INTRO 3-C Medical emergency 4-A Kitchen (half) Alphabet (all) Orally and writing Telephone number - writing	REVIEW Telephone number Medical emergency Kitchen (half) INTRO 3-D Police emergency 4-A Kitchen (all) 5-A Numbers 10-15 Orally and writing	REVIEW Kitchen Bathroom Coins Where questions Numbers 1-30 with flashcards INTRO 4-F Where questions (in) 5-C Value of coins 5-D Numbers 30-40 Orally and writing
9	REVIEW Medical emergency Kitchen (half) INTRO 3-D Police emergency 4-A Kitchen (all) 5-A Numbers 10-15 Orally only Name and address writing	REVIEW Kitchen (all) Police emergency Numbers 10-15 with flashcards INTRO 3-B Bathroom (half) 5-B Coins 5-A Numbers 15-20 Orally and writing	REVIEW Kitchen Bathroom Where questions Coins and values Numbers 1-40 with flashcards INTRO 4-C Livingroom (half) 4-F Where questions (on) 5-D Numbers 40-50 Orally and writing

DAY	SLOW	AVERAGE	FAST
10	REVIEW Kitchen Police emergency Numbers 10-15 (orally) INTRO 4-B Bathroom (half) 5-A Numbers 10-15 Orally and writing	REVIEW Kitchen Bathroom (half) Coins All telephone emergencies Numbers 1-20 with flashcards INTRO 4-B Bathroom (all) 4-E Where questions (in) 5-C Value of coins Numbers 1-20 (writing)	REVIEW Where questions with kitchen, bathroom and livingroom (half) Numbers 1-50 with flashcards INTRO 4-C Livingroom (all) 4-F Where questions (under) 5-D Numbers 50-60 5-E Combining coins up to 20¢
11	REVIEW Kitchen Bathroom (half) Numbers 10-15 with flashcards INTRO 4-B Bathroom 4-E Where questions (in)	REVIEW Kitchen Bathroom Coins Value of coins Where questions Numbers 1-20 with flashcards INTRO 4-C Livingroom (half) 4-F Where questions (in) 5-D Numbers 20-30 Orally and writing	REVIEW Where questions with kitchen, bathroom and livingroom Combining coins Numbers 1-60 with flashcards INTRO 4-D Bedroom (all) 4-F Where questions (next to) 5-F American bills 5-D Numbers 60-70 Orally and writing

DAY	SLOW	AVERAGE	FAST
12	REVIEW kitchen bathroom Where questions (in) Numbers 1-20 with flashcards INTRO 4-C Livingroom (half) 4-F Where questions (in) 5-D Numbers 20-25 Orally only	REVIEW kitchen bathroom livingroom (half) Where questions value of coins Numbers 1-30 with flashcards INTRO 4-C Livingroom (all) 4-F Where questions (on) 5-E Combining coins 5-D Number 30-40 (orally and writing)	REVIEW Where questions with all rooms American bills Numbers 1-70 with flashcards INTRO 4-G Where questions (in front of; behind) 5-G Coins and bills combined 5-D Numbers 70-80 Orally and writing 6-A Days of Week - orally
13	REVIEW Where questions with kitchen bathroom and livingroom (half) Numbers 1-25 (orally only) INTRO 4-C Livingroom (all) 4-F Where questions (on) 5-D Numbers 25-30 Orally and writing	REVIEW Where questions with kitchen, bathroom and livingroom Combining coins Numbers 1-40 with flashcards INTRO 4-D Bedroom (half) 5-F American bills 5-D Numbers 40-50 Orally and writing	REVIEW Where questions (in front of; behind) Coins and bills combined Numbers 1-80 with flashcards Days of the week INTRO 6-B Today and tomorrow 7-A Time (hour) 7-B Time (half-hour) 5-D Numbers 80-90 Orally and writing

DAY	SLOW	AVERAGE	FAST
14	REVIEW Where questions with kitchen, bathroom and livingroom Numbers 1-30 orally INTRO 4-D Bedroom (half) 4-F Where questions (under) 5-D Numbers 1-30 Orally and writing	REVIEW Where questions with all rooms American bills Numbers 1-50 with flashcards INTRO 4-D Bedroom (all) 4-G Where questions (in front of; behind) 5-G Coins and bills combined 5-D Numbers 50-60 Orally and writing	REVIEW Days of the week Today and tomorrow Numbers 80-90 with flashcards Time INTRO 6-C Yesterday 7-D Time (minutes past) 5-D Numbers 90-100 Orally and writing
15	REVIEW Where questions with all rooms Numbers 1-30 with flashcards INTRO 4-D Bedroom (all) 5-B Coins 5-D Numbers 30-35 Orally	REVIEW Where questions (in front of; behind) Coins and bills combined Numbers 1-60 with flashcards INTRO 6-A Days of week - orally 7-A Time (hour only) 5-D Numbers 60-70 Orally and writing	REVIEW Days of the week Today, tomorrow Yesterday Time Numbers 1-100 with flashcards INTRO 7-D Time (minutes before) 8-A Colors Numbers 1-100 Listening

UNIT 1

HELLO

GOAL: STUDENT WILL BE ABLE TO GIVE AND RESPOND TO EVERYDAY GREETINGS AND FAREWELLS

Objective 1-A	Student will be able to act out a dialogue using everyday greetings
Objective 1-B	Student will be able to use other variations of "Hello" and "Good-bye"

Lesson Teaching Box

T Hi, how are you?
S Fine, thank you. And you?
T I'm fine. Good-bye
S Bye

Reverse roles

Variations: Hello; I'm ok; all right; so long;
see you; see you later; see your tomorrow;
see you Monday

Expressions: I'm sorry
I don't understand

Commands: Listen

NOTES:

Establishing your gestures and cues is very important at the very beginning in ESL. This should be an easy quick lesson as many students already know the greetings either from their sponsors or from earlier camp lessons. This is, therefore, a good time to concentrate on using your hands, facial expressions and body to get across what you want your student to do rather than trying to explain your intentions with words.

Learning to ask for information may be the single most important thing you will teach your student. You must teach her to ask, otherwise she will sit and wait for you to feed her both the questions and answers. You must establish a routine whereby you force her to ask for information and continue this routine all through your teaching realtionship. That is why you will want her to learn the expressions above as soon as possible. Teach them to her when you sense she does not understand something -- you can usually tell this by the expression on her face as well as her inability to respond correctly. For most of the expressions in this book, teach them when the occasions arise rather than as separate lesson components. In that way, the meaning of the expressions will be clearer to your student.

Follow the lesson plan if you want and see what works for you. If you are dealing with a student who already knows these greetings, simply go through the dialogue in the teaching box along with the variations and continue to the next lesson. In later lessons, if you have problems teaching new material, you might take a look at this lesson plan. The general progression of all the lessons is the same. The important thing to remember is that no matter what teaching plan or method you use, be consistent.

LESSON 1-A page 48 ESTIMATED TIME: 10 min

VISUAL AIDS:

None

Objective: Student will be able to act out a dialogue using common greetings and farewells

Teaching Box

T Hi, how are you?
S Fine, thank you. And you?
T I'm fine. Good bye
S Bye

Reverse roles

T Listen: *(point to ear)* Hi Hi Hi
(cue to students to say hi)

S Hi
T Hi; again
S Hi
T Hi

T Listen: Hi, how are you?
Hi, how are you?
Hi, how are you?
(point)
(Cue first word if necessary --- Hi, how.....)

S Hi, how are you?
T again
S Hi, how are you?
T again

T Ask me: *(point)* *(Cue first word if necessary --- Hi, how....)*

S Hi, how are you?
T Fine, thank you. And you?
again
S Hi, how are you?
T Fine, thank you. And you?

T Listen: Fine, thank you. And you?
Fine, thank you. And you?
Fine, thank you. And you?
(point)

S Fine, thank you. And you?
T again
S Fine, thank you. And you?
T Hi, how are you?
(Cue first word for answer if necessary --- Fine....)

S Fine, thank you. And you?
T again; Hi, how are you?
S Fine, thank you. And you?

T Listen: Hi, how are you?
Fine, thank you. And you?
I'm fine. Good bye.

I'm fine. Good bye.
I'm fine. Good bye.
(point) Hi, how are you?

S I'm fine, thank you. And you?
T I'm fine. Good bye.

T Ask me "how"....

S Hi, how are you?
T I'm fine, thank you. And you?
S I'm fine. Good bye.

[Reverse]

T Hi, how are you?
S I'm fine, thank you. And you?
T I'm fine. Good bye.

TIME: about 10 minutes

ESTIMATED TIME: 5-10 min.

VISUAL AIDS:

none

Objective: Student will be able to use other variations of "hello" and "good-bye".

Teaching Box

Hello	Hi
I'm fine	I'm okay I'm all right
Good-bye	so long, see you later see you tomorrow see you Monday

Once your student can say the greetings dialogue easily, proceed to teach her some of the variations she will eventually hear.

T Listen: Hi Hi
(Point to student to repeat)
S Hi

T Listen: Hello Hello Hello
(Point to repeat)
S Hello
T Hi
S Hi
T Hello
S Hello

T Hi Hello They're the same. The same.

T Listen: Good-bye. *(wave and begin to leave the area)*
Good-bye.
Good-bye.
(Point to repeat)

S Good-bye
T Bye
S Bye

T Listen: Good-bye. *(wave and leave again)*
So long.
So long.
(Point to repeat)

S So long.
T Bye.
S Bye.
T Good-bye.
S Good-bye.
T So long.
S So long.

T Listen: See you later. *(wave and leave)*
Bye, see you later.
So long, see you later.

(Point) See you later.

S See you later.
T See you.
S See you

T So long, see you later.
S So long, see you later.

T Hello, how are you?
S I'm fine, thank you. And you? *(NOTE: If the student tries to repeat "Hello, how are you?" shake your head and give her the first word cue: "I'm.....)*

T I'm fine. See you later.
S Okay, good-bye.

Continue in this way with other variations, but always go back to the basic learning box dialogue as a constant review. Teach each new variation one at a time and don't go too fast. Mix up some of your responses as long as you've taught them previously. Concentrate on continually going over and over the material in the teaching box.

By this time, you should have a few good cues to show repeat, listen and the same. Your facial expressions are very important so try and be aware of this useful gesture as well as your cues.

TIME: 5 - 10 minutes

UNIT 2

PERSONAL INFORMATION

GOAL: STUDENT WILL BE ABLE TO ASK AND RESPOND TO REQUESTS FOR PERSONAL INFORMATION.

Objective 2-A	Student will be able to ask and respond to questions about name
Objective 2-B	Student will be able to count and write numbers from 1-10
Objective 2-C	Student will be able to ask and respond to questions about origin
Objective 2-D	Student will be able to respond to questions about first and last name
Objective 2-E	Student will be able to respond to questions about address.
Objective 2-F	Student will be able to ask and respond to questions about marital status
Objective 2-G	Student will be able to ask and respond to questions about age
Objective 2-H	Student will be able to ask and respond to questions about how many children she has
Objective 2-I	Student will be able to ask and respond to questions about the telephone
Objective 2-J	Student will be able to respond to questions about social security number and recognize a social security card
*Objective 2-K	Student will be able to respond to questions about weight and height

* OPTIONAL LESSONS

Lesson Teaching Box

What's your name? Reverse	My name is ________
Numbers 1-10	(counting, reading, writing and listening -- see Student Book)
What's your first name? last	My first name is _____ last
What's your address? (Where do you live?)	My address is ________
Are you married? Reverse	Yes No, I'm single
How old are you? Reverse	I'm ______(years old)
How many children do you have? Reverse	I have _____ (children)
Do you have a phone? What's your phone number? Reverse	Yes/No (number)
Do you have a social security card? What's your social security number?	Yes/No (number)
*How much do you weigh? *How tall are you?	______ pounds ____ft. _____ inches
Expressions:	Commands:
I don't speak English I don't know Excuse me Thank you You're welcome	Ask me again (repeat) write (copy) show me

*OPTIONAL LESSON

This lesson is divided into many separate objectives because your student must go through very slowly if she is to retain the English you teach her. Each objective has a basic question and answer. Once you have completed one objective, go to the next but be sure you return to previous material and review extensively.

For a slow student and even for a faster student, the sounds of a new language are somewhat overwhelming. She will be listening for each word, trying to distinguish one from another while translating whenever possible. You'll find you'll want to repeat words and questions several times for her because she never seems to understand the first time. It's okay to repeat in the very beginning, but don't let her become lazy and dependent on your repetition. If you force a student to listen, she will listen. If you continually feed her the answers and help her along every step, she'll continue to require your assistance. Somewhere along the line make it known to her that you will not repeat questions over and over. She must listen and concentrate the first time.

Along with teaching her to count from 1-10, you want her to be able to read and write numbers. Any student can do this with enough practice. Use the exercises in the Student Book along with flashcards to drum these numbers into her head. Also included in the Student Book are alphabet exercises. She will want to learn her A, B, C's immediately because writing anything gives her the sense that she's really going to school. The writing process can be painstaking for illiterate women. You may even have to show her how to hold a pencil.

ESTIMATED TIME: 5-10 min.

VISUAL AIDS:

None

Objective: Student will be able to ask and respond to questions about name.

Teaching Box

What's your name? Reverse	My name is ________

T *(Greet student as in the previous lesson.)*

(point to self) My name is Debbie. Debbie Debbie

(point to student) *(Student should respond with her name. If not, you point and say her name as in "Me Tarzan, you Jane.")*

T My name is Debbie. My name is Debbie.
(point to repeat) *(Cue: My name is ....)*

S My name is _________ *(NOTE: If student says "My name is Debbie", you know she doesn't understand. Just shake your head and see if she comes up with her own name.)*

T Listen: What's your name? *(point to her when you say your)*
What's your name?
(Cue: My......)

S My name is _________.

T *(Take student's hand. Make student point to herself as you say "my". Point to teacher when you say "your". Do it with your own hand going from "my" to "your" several times. Then have the student do it in the same way on her own.)*

T What's your name?
S My name is ________.
T What's my name? *(point to self)*
S Your name is Debbie. *(NOTE: The student will probably get confused here because you are eliciting "your". If she says "my name is Debbie", correct her with the right answer and do the "my" "your" pointing again.)*

T What's your name?
S My name is ________.

T Listen: What's your name:
(point to repeat) *(What's your name?)*
S What's your name?
T Again
S What's your name?
T My name is Debbie. What's your name? *(Cue: My ......)*
S My name is ________.
T Again. Ask me. *(Cue: What's your name?)*
S What's your name?
T My name's Debbie. What's your name?
S My name is ________.

TIME: 5-10 minutes

ESTIMATED TIME: 5-20 min.

VISUAL AIDS:

Flashcards

Objective: Students will be able to orally produce and write numbers from 1 - 10.

Teaching Box

Numbers from 1 - 10

The first things a student usually learns seem to be her name and numbers. You must make sure that she knows them well. If she seems to know her numbers, skip the repetition and go directly to mixing up your fingers from 1-10. Make sure she says them clearly because her pronunciation will be important when she goes to give her address. If she has no problems, let her count to 30 or even by 10's to 100 if she is capable. Let her teach you the numbers from 1-10 in her language as well. This is fun and a great confidence booster. You can use other objects, such as pencils or whatever you have available to count, but don't use money yet.

T *(Hold up 1 finger)* one one one
(Point to repeat)
S one
T one
S one
T *(Hold up 2 fingers)* two two two
(Point to repeat)
S two
T two
S two
T *(Continue in this way up to 5)*

Now silently hold up 1 finger and have student respond. Go in order up to 5. Do this several times in order and then mix up the number of fingers you hold up.

Once your student can do the 5 numbers in and out of order, go on to six through ten in the same way. If she is having problems, don't continue until the next lesson.

T *(hold up 6 fingers)* six six six
(point to repeat)
S six
T *(hold up 5 fingers)*
S five
T *(hold up 3 fingers)*
S three
T *(hold up 6 fingers)*
S six

Continue in this way -- constantly going back to what she's already learned while adding new numbers until you reach 10. Concentrate on 6 - 10 the most. Mix them all quickly.

TIME: 5-20 minutes

ESTIMATED TIME: 5-10 min.

VISUAL AIDS:

None

A Listening Game

T *(Demonstrate: Say a number from 1-10. Then hold up your fingers)*

Listen: six
Look *(hold up 6 fingers)*

T Listen: one *(Take student's fingers and make her hold up 1)*
Listen: three *(Point to student's hand to indicate you want her to hold up the appropriate fingers)*

S *(holds up three fingers)* three
T nine
S *(holds up nine fingers)* nine
T etc. *Continue saying numbers as student holds up the correct fingers. This will show you whether the number you say is really the number she hears.*

Reverse: *Have students say a number and you hold up your fingers.*

T *(point to student and say "Teacher". Point to yourself and say "Student". You can change seats if that will make it clearer.*

Listen: three
(point to repeat) (Student will want to hold up fingers. Indicate "no" through non-verbal gestures and have her say three.)
S Three
T *(hold up 3 fingers) (Go through the "teacher" "student" situation again.)*
Again.
S Three
T No, a different number 5, 2, 1, 7 .....
S Six?
T *(holds up 6 fingers) (Wait silently for the next number)*
S Three
T *(hold up 3 fingers)*

Continue. If you can't understand her English, shrug and say "I don't understand." If she is still unintelligible, have her show you with her fingers the number she is saying. Then make her repeat the correct way.

TIME: 5-10 minutes

ESTIMATED TIME: 5-10 min.

VISUAL AIDS:

U. S. & World maps

Objective: Student will be able to ask and respond to questions about origin.

Teaching Box

Where are you from? Reverse	I'm from ______

In the student's book is a map of the world. Your student may or may not know what a map is, but since it is in her book, she can have her husband explain it to her. Point to the Southeast Asian map first and say "Laos" or whichever country she is from. Then point to the U.S. map and say "America". It's likely that she knows that word better than U. S.

T Listen: *(Point to student)* You are from ___________
(Point to self) I am from America.

(Point and say "you" "I" several times. Then take her finger and have her point and repeat "you" "I". You repeat your actions and have her do the same.)

Listen: *(Point to self)* I am from America.
I am from America.
I am from America.

Where are you from?
(Point to repeat) I am from ......

S I am from __________
T Where are you from?
S I am from __________
T Ask me: *(Cue:* Where are you *(point to student)* from?
Where are you from?
Where are you from?
(Point to repeat)
S Where are you from? *(Have student point to you)*
T I am from America. Where are you *(point to student)* from? *(Cue: I am from ...)*
S I am from __________.
T Ask me again. *(Cue: Where ....)*
S Where are you from?
T I am from America. Where are you from?
S I am from____________

Continue to practice with any of the other personal information she's learned up to this point.

TIME: 5-10 minutes

ESTIMATED TIME: 5-10 min.

VISUAL AIDS:

None

Objective: Student will be able to respond to questions about first and last na

Teaching Box

What's your first name?	My first name is ________.
What's your last name?	My last name is ________.

You must know your student's first and last name prior to this lesson. This might be confusing for you as well as your student because:

(1) Some students say and write the order of their names differently from American names.

(2) Their names have been written and rewritten by officials and are sometimes wrong.

(3) Women's names are sometimes different from their husbands' and children's names.

Try and get that information from their I-94 cards.

(For more information on names, see CULTURE *- Names)*

T Listen: My name is Debbie. *(Hold up 1 finger)* Reck *(hold up 2 fingers on opposite hand)*

Listen: My first *(hold up 1 finger)* name is Debbie. First name.
My first name is Debbie.
My first name is Debbie.

My last *(hold up 2 fingers opposite hand)* name is Reck. Last name.
My last name is Reck.
My last name is Reck.

T What's your first *(hold up 1 finger)* name?

S My first name is ______. *(NOTE: Supply your student with the correct answer if she cannot finish the statement.)*

T Again. What's your first name?
S My first name is ________.
T Listen: My first *(1 finger)* name is Debbie.
My last *(2 fingers)* name is Reck.
My last name is Reck.

What's your last *(2 fingers)* name? *(point to repeat)* *(Cue: My last name is ....)*
S My last name is ____________.
T *(NOTE: If the student responds with her first name, shake your head and say, "No, first name, no. What's your last (2 fingers) name?" If she doesn't understand, give her the answer. Use your fingers and have her repeat the sentences several times)*

T Again. What's your last *(2 fingers)* name?
S My last name is ________.
T What's your first *(1 finger)* name?
S My first name is ________.

TIME: 5-10 minutes

LESSON 2-E page 59

ESTIMATED TIME: 20 min.

VISUAL AIDS:

None

Objective: Student will be able to respond to questions about address.

Teaching Box

What's your address?	My address is _______.

You must know your student's address prior to this lesson. Although she will learn to write her address, telling her address and responding to someone's questions remains your basic goal.

Write her address on a piece of paper. Point to the writing and say "your address." It's not important that she read it now, just that she understands "address". If you are in her home, take her outside and show her the house number and repeat "address".

You are ready to begin.

T Listen: What's your address? *(Point to paper)*
What's your address?
What's your address?

My address is ..... *number and street* *(say her number and street)*
My address is .....
My address is .....
(Cue: My address is ......)
S My address is .....
T Again
S My address is .....
T My address is *number and street*
S My address is *number and street*
T Again
S My address is *number and street*
T *number and street*
S *number and street*
T Again
S *number and street*
T What's your address?
S My address is *number and street*
T Again.
S My address is *number and street*

T Listen: Tacoma, Washington
Tacoma, Washington
Tacoma, Washington
(Point to repeat)
S Tacoma, Washington
T Again
S Tacoma, Washington
T Listen: My address is *number and street*
Tacoma, Washington
(Cue: My address ......)
S My address is *number and street*
Tacoma, Washington

T Listen: Zip code 98406
Zip code 98406
Zip code 98406
(Point to repeat zip code)
S zip code
T zip code
S zip code
T 98406
S 98406
T Again
S 98406
T zip code 98406
S zip code 98406

T Again
S zip code 98406

T What's your address?
S My address is _number and street_ Tacoma, Washington, zip code 98406

NOTE: *Help the student along by cueing the first few words you want her to say. This is a memorization process so in the next few days you should review her address several times. Make sure her pronunciation is intelligible to everyone. Practice words that you have trouble distinguishing.*

If your student already knows her address, make sure she can say it quickly and with good pronunciation. As an expansion activity, ask her "What's your street?" "What's your city?" "What's your zip code?" and teach her to spell her street orally.

TIME: From 20 minutes to 2 or 3 days to achieve mastery

VARIATION:

Teaching Box

Where do you live? I live at ________________

If your student did not have any trouble with her address, you can proceed to teach her the variation above.

ESTIMATED TIME: 5-10 min.

VISUAL AIDS:

Family picture or family photograph

Objective: Student will be able to ask and respond to questions about marital status.

Teaching Box

Are you married?	Yes, I am. No, I'm single.
Reverse	

In the U.S., we use rings to signify marriage. This is not the case in most of the Southeast Asian cultures. It is, therefore, very difficult to get across the idea of marriage. Of course, if her husband is around, it's easier since all you must do is go through the "Tarzan, Jane" routine. If he is not about, try the lesson below.

(See Student's Book, page 54). The book illustrates a family and will be used later to teach relationships. For now, point to the woman in the picture and say your student's name, then point to her. If one of her children is present, do the same with the children's pictures. Then point to the man's picture. Say "your husband" several times first pointing to the picture and then to her when you say "your". Then ask "What's his name?" If she tells you, fine, but if she doesn't understand, you'd better know his name. Tell her and then repeat "husband" along with his name. Indicate through your gestures his name/husband are the same.

T Listen: Are you married? *(Point to husband and wife in the pictures, then to your student.*
Are you married?
Are you married?
(No - Yes) (Cue: Yes, I am.)
S Yes, I am.
T Again. Yes, I am.
S Yes, I am.
T Are you married?
S Yes, I am.

T Listen: Are you married?
Are you married?
Are you married?
Ask me. Are you married?
S Are you married?
T Yes, I am. *(At this time, if you have a picture of your family, pull it out and show her your husband and say his name)*
Again. *(Cue: Are you.....)*
S Are you married?

T Yes, I am. Are you married? *(Point to her)*
S Yes, I am.

TIME: 5-10 minutes

ESTIMATED TIME: 10 min.

VISUAL AIDS:

Pictures of yourself at different ages

Objective: Student will be able to ask and respond to questions about age.

Teaching Box

How old are you?	I'm ______ years old.
Reverse	

This is a very difficult idea to initially get across because again, there is nothing to hold up and show. Also, many students do not know their ages. Sometimes their system of counting is different from ours. In some societies, a person is 9 months old when she is born.

Regardless, your student's age and birthdate are officially recorded on her I-94 form, which you will need to complete this lesson.

T *[Use the family picture on page 54 of the Student's Book. Point to the baby and say "1 year old" several times. Point to another child and state a different age. Point to the father and say 30 years old. Point to the grandmother and say 60 years old.]*

Listen: *[Point to yourself]* I'm 31 years old.
I'm 31 years old.
I'm 31 years old.
How old are you? I'm 31 years old.
[Point to student] How old are you?
[Cue: I'm _____ years old]

S I'm ____
T I'm ____ years old.
S I'm ____ years old.
T Again. How old are you?
S I'm ____ years old.

T Listen: How old are you?
How old are you? *[Cue: How ...]*
S How old are you?
T I'm 31 years old. How old are you?
S I'm ____ years old.

If your student is having difficulty understanding the concept of age, show her pictures of yourself at different ages. Point to each picture and state the age you were.

TIME: 10 minutes

ESTIMATED TIME: 15-20 min.

VISUAL AIDS:

Family pictures or family photograph

Objective: Student will be able to ask and respond to questions about how many children she has.

Teaching Box

How many children do you have?	I have _____ children.

You can use the picture in the Student Book, page 54 again, or better, a picture of your student's family. If you use the Student Book, make sure you role play and relate the picture to your student or you will run into problems with "his and her".

Point to the children in the picture and say "children". Make sure you point to several at once. If there are children present, do the same with the real thing. Again, if you have dolls or puppets, by all means, use them. This is also a good opportunity to teach "man, woman, husband, he and she" if your student can handle it.

Now count the children in the picture with your finger. 1, 2, 3, etc.

T Listen: How many? *(Shrug or show some kind of questioning gesture)*
One? Two? Three? ????
How many?
How many?
(Take your student's finger and count together....one, two, etc.)
(point to repeat) three children
S Three children
T Again
S Three children
T How many?
S Three children

T Listen: How many children do you *(point)* have?
How many children do you *(point)* have?
Say: "children" (point to her) How many?
S Six
T *(Cue: I have 6 children)*
S I have 6 children.
T How many?
S I have six children.
T How many children do you have?
S I have 6 children.

T Listen: How many children do you have?
Ask me: *(Cue: How many children...)*
S How many children ....
T How many children ....
S How many children ....
T do you have?
S do you have?
T do you have?
S do you have?

T How many children do you have?
S How many children do you have?

T Again.
S How many children do you have?
T I have 2 children. How many children do you *(point)* have?
S I have 6 children.

TIME: 15-20 minutes

ESTIMATED TIME: 10-20 min.

VISUAL AIDS:

Telephone

Objective: Student will be able to answer questions about phone and number.

Teaching Box

Do you have a phone?	Yes, I do.	No, I don't.
What's your phone number?	number	

If you have a toy phone, use it rather than a real phone since it's easier to handle and move. If you have nothing, use the picture in the Student Book, page 19 . A toy phone is a good investment, so get one if you can. You will need one for later lessons.

T Listen: *(point to phone)* Phone, phone, phone.
(point to repeat) Phone.
S Phone
T Phone
S Phone
T Telephone
S Telephone
T Telephone - phone -- the same
(Look around your student's home. You are looking for her phone)

Listen: Do you have a phone? *(continue looking)*
(If your student doesn't understand, point to the picture or toy phone and then point to the surroundings. Shrug and ask "Do you have a phone?"
S Yes
(Cue: Yes, I do)
S Yes, I do.
T Yes, I do.
S Yes, I do.
T Do you have a phone?
S Yes, I do.

In the event your student has a phone, you can go with this lesson; otherwise, reverse at this point and teach her your phone number.

Take your student to her phone and point to the numbers on the face of the dail. Point and say "phone number" several times and have her repeat "phone number".

T Listen: What's your phone number?
What's your phone number?
(Read out the numbers and repeat: 673-9240)

S 673-9240
T What's your phone number?
S 673-9240
T What's your phone number?
s 673-9240
T Do you have a phone? *(Cue: Yes, ...)*
S Yes, I do.
T What's your phone number?
S 672-9240

TIME: 10-20 minutes

ESTIMATED TIME: 20 min.

VISUAL AIDS:

Social Security Card

Objective: Student will be able to respond to questions about social security and recognize a social security card.

Teaching Box

Do you have a social security card?	Yes, I do.
What's your social security number?	number
Command: Show me.	

Your student should have a social security card. If she doesn't, remind her sponsor that it is essential for her to have one.

You will need her social security card in order to teach this lesson. The husband usually keeps them for the family. If you cannot obtain it, get the information from her sponsor and use the picture in the Student's Book, page 21.

T Listen: Social security card *(point to the card)*
Social security card
Social security card

(NOTE: This is very difficult for most students to say. It is not important that she be able to say it, but rather that she recognize it when it's said to her.)

T Listen: Do you have a social security card?
(Point to her card and her name on it and then point to her -- nod yes.)
Yes, I do.
Yes, I do.

(point to repeat) Yes, I do.

S Yes, I do.
T Do you have a social security card? *(Cue: Yes, ...)*
S Yes, I do.
T Again. Do you have a social security card? *(Point to card)*
S Yes, I do.

T Show me your social security card. *(To get her to understand "show me", take her finger and point for her as you give each command.)*
S *(Points)*
T Show me your name.
S *(Points)*
T Listen: *(Point to the social security number)* social security number

(Point to the whole card) social security card
(Point to the number) social security number
(Point) social security number
(Point) social security card

T Show me number.
S *(Points)* number.
T Show me the card.
S *(Points)* card.
T Show me your name.
S *(Points)* says her name.
T Show me your social security card.
S *(Points)* card.
T What's your social security number.
S *(Points)* number.

T Listen: What's your social security number?
(Point to the number. (Read the number to the student and then have her read the number.)
What's your social security number?
(Cue: 554-etc.)

S 554 -- etc.
T Again
S 554 -- etc.
T Again
S 554 -- etc.

T Do you have a social security card?
S Yes, I do.
T What's your social security number?
S 554 -- etc.

TIME: 20 minutes

VISUAL AIDS:

Tape measure
Scales

*Objective: Student will be able to respond to questions about weight and height.

Teaching Box

How much do you weigh? __________ pounds
How tall are you? I am ______ft. _______inches.

This has been designated as an optional lesson because these are not frequently asked questions. However, if your student ever goes to get an I. D. card from the Department of Motor Vehicles, they will ask these questions.

Like most of the personal information questions, you are more interested in the response than having your student ask the questions. As long as she understands and can give the correct response, she has met the objective.

TIME: 10 minutes

*Optional Lesson

FINAL TASK

Since this lesson deals primarily with your student's personal information, you will want to see if she can talk about herself without cueing or too many questions on your part. Do the following:

Listen:

My name is (teacher's name)________.
My first name is ________. My last name is ________.
I'm from America.
I'm 31 years old.
My address is (address)________ ________, (city)________, (zip code)________
I am married. I have 1 child. His name is (name)________.
My phone number is (phone number)________.

You want her to do essentially the same thing. Repeat your personal information for her again. Then point to her to indicate that you want her to do the same thing. You may have to help her with a few questions. If your student is very slow, you'll need to help her a lot. Do this exercise often until it seems second nature to her.

Being able to do this more within a week or two will be a great accomplishment for some women. It may be the only English they will ever really understand and be able to retain.

ESTIMATED TIME: 5 mins.

VISUAL AIDS:

none

ORAL TEST

Ask each of the questions below in a normal speaking voice. You should repeat each question only once.

If the student responds with any kind of correct answer, check the space on the list.

If the student understands the question but does not know the information, she should be able to get the answers from cards in her purse or other sources before you can check the space.

Don't help her other than repeating the questions once. If she cannot answer the questions, be sure you give her positive reinforcement by telling her it's ok before going to the next question.

1. ______ What's your name?
2. ______ What's your first name?
3. ______ What's your last name?
4. ______ Where are you from?
5. ______ Are you married?
6. ______ How many children do you have?
7. ______ What's your phone number?
8. ______ What's your social security number?
9. ______ How old are you?

*10. ______ How much do you weigh?

*11. ______ How tall are you?

* OPTIONAL

CHECKLIST

OBJECTIVES: Lessons 1 and 2

1._____Student can respond to everyday greetings and farewells.

2._____Student can respond to questions about first and last name.

3._____Student can count from 1-10.

4._____Student can read and write numbers from 1-10.

5._____Student can read, write and say the alphabet.

6._____Student can respond to questions about her place of origin.

7._____Student can respond to questions about address.

8._____Student can write name, address and telephone number.

9._____Student can respond to questions about age.

10._____Student can respond to questions about marital status.

11._____Student can respond to questions about the number of children she has.

12._____Student can recognize a social security card (produce upon request) and read the number.

13._____Student can respond to questions about telephone number.

14._____Student can orally spell out her first and last name upon request.

UNIT 3

TELEPHONE EMERGENCIES

GOAL: STUDENT WILL BE ABLE TO USE THE PHONE FOR LOCAL CALLS AND EMERGENCIES.

Objective 3-A	Student will be able to dial local numbers and use a public telephone
Objective 3-B	Student will be able to use the telephone for fire emergencies
Objective 3-C	Student will be able to use the telephone for medical emergencies
Objective 3-D	Student will be able to use the telephone for police emergencies
*Objective 3-E	Student will be able to telephone the teacher and report that she cannot attend class.

* OPTIONAL LESSON

Lesson Teaching Box

Show her how to:	dial local numbers use a public telephone
Show her how to:	dial -0- for a fire emergency Please help! My house is on fire! I don't speak English My address is ________
Show her how to:	dial -0- for a medical emergency Please help! I need a doctor! I don't speak English My address is ________
Show her how to:	dial -0- for a police emergency Please help! I need a policeman! I don't speak English My address is ________
*Show her how to:	Call the teacher if she cannot come for class.

It is a lot to expect of someone who has little or no English to be able to function in a foreign language in a crisis situation. In most emergencies the refugees would more than likely seek out a neighbor for help, but there have been cases in which a woman could find no one who understood her enough to help until it was too late. Even if she never makes an emergency call, she should know how.

A lot of language is not required to make an emergency call. The following lesson will outline her minimum language requirements. It is imperative, especially for fire emergencies, that she know and can communicate her address. Further, you will have to impress upon her that she must remain calm when she makes an emergency call.

There is a great deal of acting required of the teacher in this lesson. Language alone will not convey the necessary information. Remember too that you are giving her the tools to cope with only the most dire emergencies. She will have enough on her mind in such a situation so the less English she must use, the better.

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Telephone

Objective: Student will be able to dial local numbers and use a public telephone

Teaching Box

(Dialing numbers)
(Using a public phone)

Not much language is required for this lesson, so don't overburden your student with a lot of explanation.

Write your telephone number on a piece of paper. Have your student read it for you several times. Using the telephone, show her the procedure for making a call. Have her listen for the dial tone, dial the numbers, hang up, etc. This may seem elementary to you, but some students have never used a phone before. If she cannot read the numbers yet, show her each number and match them up with the telephone.

If you can think of a number that is always busy (airline numbers are usually good), call and have her listen to a busy signal. Hang up and say "busy -- again" and dial again.

Later when you have the opportunity to go out with her, show her the procedure for using a pay phone. Point out how much money she will need and that she must have the exact change. Show her where to put the money, listen for the dial tone and eventually hang up. Also show her the coin return.

The object of this lesson is simply to familiarize her with the telephone. It isn't necessary that she know words like "dial" or little dialogues for various kinds of calls yet. Her English is still extremely limited. If you can get her to read a number and dial it, you'll be accomplishing a great deal.

TIME: 10 minutes

ESTIMATED TIME: 10-15 mins

VISUAL AIDS:

Telephone
Pictures of fires

Objective: Student will be able to use the telephone for a fire emergency

Teaching Box

Show her:	(pictures of fires) fire -0- (Operator)
Dialogue:	Please help! My house is on fire! I don't speak English. My address is ______________.

Using the Student Book, page 23, teach your student the concept of fire along with the symbol represented in the book. Try and use a variety of ways to demonstrate fire -- you can use several pictures from magazines along with pictures in the student book -- but for the most part, you will have to be a good actor. Remember that your student doesn't have enough English to comprehend explanations.

Once she has the idea of fire, go to the telephone and act out the following dialogue. Make sure you act very excited -- scream, tear your hair out, run around the room. These are the things you want to impress upon her ***not*** *to do in an emergency.*

(Dial the operator)

Hello, please help.
My house is on fire.
I don't speak English.
My address is ________________

Practice this little dialogue several times through repetition. This is a good opportunity to show her how important it is that she know her address very well. Once she can say the dialogue easily by herself, role play the situation with yourself as the operator.

S *(Dials the operator)*

T *(On another phone)* Operator.
S Help. Fire. My house is on fire. I don't speak English.
T OK. OK. What's your address?
S 1726 North "L" Street
T I'm sorry. I didn't understand that. Tell me your address again.
S 1726 North "L" Street
T OK. They'll be right there. Get out of the house.

Practice this several times but change the reaction of the operator. This will show your student that there are a variety of ways that people will respond to her, but that she must stick to her basic dialogue and know her address very well.

TIME: 10 - 15 minutes

ESTIMATED TIME: 10-20 mins.

VISUAL AIDS:

Telephone
Pictures of Medical Emergencies

Objective: Student will be able to use the telephone for a medical emergency

Teaching Box

Show her:	(Picture of a doctor and hospital)	doctor hospital
Dialogue:	Please help! I need a doctor! I don't speak English. My address is ___________.	

Using the Student Book, page 24 , teach your student "doctor" and "hospital" along with the symbol. You should find out the nearest hospital that she would be likely to use and also the name and number of her doctor from her sponsor. Write the number down for her, use the symbol or picture to indicate it is for medical emergencies. In making the emergency call, it is easier and faster for her to dial the operator, but at least she will have access to these numbers and can give them to a friend if the occasion arises. If you can, take your student by her hospital and show her the emergency entrance.

Using the pictures in the Student Book, page 24 , teach the concept of a medical emergency. You will have to do some acting to emphasize that the injury must be serious before she calls for help. Show her injuries that are not emergencies too. If you are in her home, you can take her next door to her neighbor and see if you can arrange for her to go there in case she needs help. Don't try to teach her a lot of health information now (That's not your objective.).

Once she has the idea of a medical emergency, proceed to act out the following dialogue much the same way as you did the fire emergency. Emphasize staying calm.

T *(Dials -0-)*
Hello. Please help.
I need a doctor.
I don't speak English.
My address is ________________.

Practice the dialogue several times through repetition. Once she can say it easily by herself, assume the role of the operator as before.

T *(Shows her one of the pictures in the Student Book)*
S *(Dials -0-)*
T Operator
S Hello. Please help.
I need a doctor.
I don't speak English.
My address is ____________.
T What's the matter?
S I'm sorry. I don't speak English. I need a doctor.
T OK. I'll send someone to help you. Stay there. Good bye.
S Good bye.

TIME: 10 - 20 minutes

ESTIMATED TIME: 15-20 mins.

VISUAL AIDS:

Telephone
Pictures of crimes

Objective: Student will be able to use the telephone for a police emergency

Teaching Box

Show her:	(Pictures of a robber, policeman, a murder taking place) police
Dialogue:	Please help! I need the police. Please come. I don't speak English My address is ____________.

Using the picture in your Student Book on page 25, teach the word "police". Most students are familiar with this profession but may not always look upon it in a positive light in view of past experiences in their own countries. Try to emphasize the police as a positive, helpful agency.

Using the picture in the Student Book on page 25, teach the concept of a police emergency. Again, act out some of the situations. Since you have taught her all three symbols by now, point and ask her which she should call by saying:

"Doctor?" *"Fire?"* *"Police?"*

Do this with various pictures of emergencies from the Student Book or from other sources.

Once she has the idea of a police emergency, proceed to act out the following dialogue:

T (*Dials -0-*) Hello. Please help!
I need the police. Please come.
I don't speak English.
My address is ____________

Practice this dialogue several times through repetition. When she can say it easily on her own, play the operator again.

T (*Show her a picture of one of the police emergencies*)

S (*Dials the operator*)
T (*On another phone*) Operator
S Hello. Please help. I don't speak English.
I need the police.
My address is ____________.
T What happened? Are you in trouble?
S I'm sorry, I don't speak English.
I need the police. Please come.
T OK. I'll send the police. Stay there.

TIME: 15 - 20 minutes

LESSON 3-E page 77

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Telephones

*Objective: Student will be able to telphone the teacher and report that she cannot attend class.

Teaching Box

Teacher:	Hello.
Student:	Hello. This is Noi.
Teacher:	Hello, Noi.
Student:	No school today.
Teacher:	OK, Noi, See you tomorrow?
Student:	Yes, tomorrow.
Teacher:	Good-bye
Student:	Good-bye

There will be times when either you or your student will not be able to make your appointed class time. If your student has a phone, teach her the short dialogue. Later, when she knows more English, you can ask for more details, but for now, this is enough.

You can also reverse and indicate to your student that you cannot make class yourself using basically the same dialogue.

TIME: 10 minutes

* OPTIONAL LESSON

UNIT 4

HOME ENVIRONMENT

GOAL: STUDENT WILL BE ABLE TO IDENTIFY AND TELL ABOUT THE LOCATION OF COMMON FURNITURE ITEMS IN ROOMS

Objective 4-A	Student will be able to identify items in a kitchen
Objective 4-B	Student will be able to identify items in a bathroom
Objective 4-C	Student will be able to identify items in a livingroom
Objective 4-D	Student will be able to identify items in a bedroom
Objective 4-E	Student will be able to respond to questions about the location of rooms in a house or apartment
Objective 4-F	Student will be able to respond to questions about the location of people in rooms
Objective 4-G	Student will be able to respond to questions about the location of objects in a room.
Objective 4-H	Student will be able to respond to questions about the location of items on objects in a room
Objective 4-I	Student will be able to respond to questions about the location of items under objects in a room.
Objective 4-J	Student will be able to respond to questions about the location of items next to objects in a room
Objective 4-K	Student will be able to respond to questions about the location of items over objects in a room
Objective 4-L	Student will be able to respond to questions about the location of items in front of and behind objects in a room

Lesson Teaching Box

What is this/that?	It's a kitchen
Is it a ________?	stove
	refrigerator (frig)
	sink
	table
	chair
	curtain
	cupboard
	drawer
	counter
	trash can
	It's a bathroom
	toilet
	sink
	shower
	shower curtain
	bathtub (tub)
	towel
	soap
	rug (mat)
	medicine cabinet (chest)
	toilet paper
	It's a livingroom
	couch (sofa)
	end table
	coffee table
	carpet/rug
	lamp
	T.V.
	radio
	*bookcase
	*fireplace
	It's a bedroom
	bed
	dresser
	mirror
	closet
	clock
	sheets
	blanket
	pillow
	pillow case
Where is the bathroom?	It's here/over there.
Where is the ________?	It's in ________
	on
	under
	next to
	over
	in front of, behind

It will probably take you many weeks to complete this lesson. It is essentially a vocabulary lesson and does not have to be done intensively. It is convenient and fun and can be interspersed with other, more tedious lessons.

Take your student into one room at a time and teach her 5-10 new words as shown in the teaching box. Don't spend more than 15-20 minutes at a time doing vocabulary -- it's too tiring and she will not be able to concentrate much beyond that time. You will have to review each time you teach new items.

Use the pictures in the Student Book as reinforcement. Your student will be highly motivated to learn about furniture items and rooms since they are generally her whole world. You may find that she is not completely familiar with many of the furniture items and appliances such as the oven and freezer. Although her sponsor has probably shown her how to use these items, you might expand on their use in subsequent lessons. Keep in mind that many students from Southeast Asia did not enjoy the luxuries of modern society. This does not mean they are not willing to find out.

If your student cannot read or write, one good way for her to review on her own is to listen to a tape that can accompany the pictures in the Student Book. You can make this tape easily enough yourself. Just show her the numbered pictures (she can number them or you can) in the Student Book and have her listen to a tape you've prepared:

Number 1 (pause)	tub tut

She can play the tape at home (show her how to use the machine) and her family can also participate. Make the tape as simple as possible. Don't try to include a lot of complicated instructions. When you give her the tape, go through a portion of it using the book to show her how it works.

ESTIMATED TIME: 20 mins.

VISUAL AIDS:

The kitchen or pictures

Objective: Student will be able to identify items in the kitchen.

Teaching Box

What is this/that?	It's a kitchen stove refrigerator (frig) sink table chair curtain cupboard counter drawer trash can oven
Is that a _______?	Yes/No

Find a small object such as a pen or cup. Hold the object in your hand -- don't point -- and say "this". Pick up several objects -- one at a time -- and do the same. Be careful not to give the impression that "this" is the name of the item -- that's why you don't point.

Now, put one of the objects far away from you. Point and say "that". Go and get the same object and hold it near you. Say "this". Repeat this action several times with your various objects.

Give one of the objects to your student. Point to her to tell you "this". Take it away and put it across the room. Point to her to tell you "that". Do this with various objects near and far from her until she does it very well.

Now, take your student to the kitchen.

T Listen: What is this? *(Use your hands and arms to indicate you mean the entire room.*

This is a kitchen. Kitchen. Kitchen.
(Point to repeat) Kitchen.
S Kitchen.
T Kitchen.
S Kitchen.
T This is a kitchen.
S This is a kitchen.
T Again
S This is a kitchen
T Listen: What is this?
What is this?
What is this?
(Point to repeat) What is this?
S What is this?
T Again. Ask me.
S What is this?
T It is a kitchen. *(NOTE: Rather than "This is a kitchen", the teacher has "slipped in" "It is a kitchen." This is a more common answer and will be used from now on.)*
Again. *(Cue: What ...?)*
S What is this?
T It's a kitchen. What is this? *(Cue: It's a .....)*
S It's a kitchen.
T Again
S It's a kitchen.
T *(Go over to the stove with her. Point to the stove and say "ask me")*
(Cue: What .....?)

S What is this?
T It's a stove. Stove.
(Point to repeat) Stove.
S It's a stove. Stove.
T It's a stove. *(point to repeat)*
S It's a stove.
T Again.
S It's a stove.

Go to the sink. Point to the sink. Stand and look at her for a bit but don't say anything--just wait. If she does nothing, cue her: "What...."

S What is this?
T It's a sink. Sink. Sink.
(Point to repeat) Sink.
S Sink.
T It's a sink.
S It's a sink.

Now, point across the room to the refrigerator. Cue if you have to: "What...."

S What is that?
T It's a refrigerator. Re-frig-er-a-tor. Refrigerator.
S Refrigerator. *(This is very difficult to say--you can shorten it to frig or refrig)*
T It's a refrigerator.
S It's a refrigerator.
T It's a refrigerator.
S It's a refrigerator.

T *(Point to the stove)* What's that?
S It's a stove.
T *(Point to the sink)* What's that?
S It's a sink.
T *(Point to the refrigerator)* What's that?
S It's a refrigerator.

Continue in this way with all the kitchen items. Go back over the items you've taught each time you teach a new one. If your student is sharp, she may be able to handle 10 new words, especially if she already knows a few. If she is very slow, teach her only 3 to 5 new words and leave the kitchen You will be more successful teaching her a few words and going over them daily than trying to teach her many in one day.

Once you think she knows the vocabulary items, test her listening comprehension in the following way:

T Listen: Show me the stove. *(Take your student's finger and make her point to the stove)*
Show me. Show me. *(Point to repeat)*

Show me the refrigerator. *(Indicate that you want her to point to the refrigerator)*

S *(Points to the refrigerator)* Refrig.

Continue to command her to "show" you the items you've taught. If she cannot point them out, she probably doesn't know them very well. You know which items need to be stressed in your review. Remember that it is easy to remember the meaning of words when you hear them, but it is much more difficult to produce words on your own. The "show me" technique is therefore easier and less threatening than expecting her to produce initially.

TIME: No more than 20 minutes a lesson

After you've introduced all of the kitchen items with "What" questions, proceed to teach her to respond to what we call yes/no questions.

T Listen: This is a stove.
This is a refrigerator. *(frig)*
This is a sink.
This is a chair.

(Point to the chair) Is this a chair?
(Make your questioning intonation clear.)

Is this a chair? A chair?
(Try to elicit a Yes or No.) *(Cue: Yes? No?)*

S Yes
T *(Point to the stove.)* Is this a refrigerator?
S No
T What is it?
S It's a stove.
T *(Point to the table.)* Is that a chair?
S No
T What is it?
S It's a table.

Continue in this way with all the kitchen items. Intersperse Yes/No questions with "What" questions. This is a good way to check her comprehension of the various items.

TIME: 10 minutes

VISUAL AIDS:

Bathroom or pictures

Objective: Student will be able to identify items in the bathroom.

Teaching Box

What is this/that?	It's a bathroom toilet sink shower shower curtain tub towel soap rug medicine cabinet toilet paper
Is that a ________?	Yes/no

Continue reviewing all previously learned vocabulary items.

Introduce each item as you did the kitchen items.

TIME: 15 to 20 minutes

ESTIMATED TIME: 15-20 mins.

VISUAL AIDS:

Livingroom or pictures

Objective: Student will be able to identify items in the livingroom.

Teaching Box

What is this/that?	It's a livingroom couch end table coffee table carpet/rug lamp T.V. radio *bookcase *fireplace
Is that a ________?	Yes/No

Continue reviewing all previously learned vocabulary items.

Introduce each item as you did the kitchen items.

TIME: 15 - 20 minutes

* OPTIONAL

ESTIMATED TIME: 10-15 mins.

VISUAL AIDS:

Bedroom or pictures

Objective: Student will be able to identify items in the bedroom.

Teaching Box

What is this/that?	It's a bedroom bed dresser mirror closet clock sheets blanket pillow pillow case
Is that a ______?	Yes/No

Continue reviewing all previously learned vocabulary items.

As you are teaching the bed coverings, show her how to make a bed. This may seem elementary to you, but many Southeast Asians sleep on mats on the floor so a bed may be a new experience for her. It is also a good way to teach the bedding vocabulary.

Once you've shown her how to make a bed, strip it and allow her to remake it.

TIME: 10-15 minutes

ESTIMATED TIME: 5-10 mins.

VISUAL AIDS:

None

Objective: Student will be able to respond to questions about the location of rooms.

Teaching Box

Where is the bathroom?	It's over there.

The word "Where" is hard for students to understand and distinguish from "What" questions. Once your student is very comfortable with the vocabulary in the kitchen and bathroom, you can begin "Where" questions, and include them in your daily review of the rooms. If your student is slow, you must begin very slowly introducing only one new preposition at a time.

Listen: *(Look around the room as if you are trying to find something)*

Where is the bathroom? Where? *(Continue looking and repeat "Where")*
Where is the bathroom? Where?

(Point) It's over there. Over there. Over there.

(Point to repeat) It's over there.

S It's over there *(Make her point)*
T Again.
S It's over there.
T Where is the kitchen?
S *(Points)* It's over there.
Reverse

T Listen: Where? Where is the kitchen?
Where? Where is the kitchen?
(Point to repeat) Where is the kitchen?

S Where is the kitchen?
T Again.
S Where is the kitchen?
T It's over there *(Point)*
Where is the bathroom?
S It's over there. *(Points)*

Continue practicing with all the rooms she's learned.

TIME: 5-10 minutes

ESTIMATED TIME: 20 mins.

VISUAL AIDS:

male/female dolls
or magazine pictures
or real people
a doll house

Objective: Student will be able to respond to questions about the location of people in rooms.

Teaching Box

Where is John? Mary?	He's in the kitchen. She's not here.
Where are you?	I'm here.

There are a number of ways and objects you can use to teach this lesson. You can use your student's children if they are willing and available to teach "he" and "she". If you have dolls or toy people that are distinctly male and female, these are also good. You can even use pictures from a magazine if nothing else is available. You need an object or person that you can move easily. It gets rather tedious running from room to room with your student trailing after you, but it's the best way to get the idea across. If you have a doll house, that's even better because you can move your toy people from room to room quickly. You can also lay a picture of a house with its rooms flat on a table and simply move a small toy person from room to room.

The lesson below uses dolls and a doll house. Adapt it to your visual aids.

T (*Introduce dolls by holding each up*)

This is John. His name is John. John
This is John.
(*Point to repeat*) John

S John

T This is Mary. Her name is Mary. Mary.
This is Mary.
(*Point to repeat*) Mary

S Mary

T (*Hold each up and have her say the appropriate name*)

S John
Mary

T (*Put John in the kitchen*)
Where is John?
Where is John?

S **In the kitchen.**

T **Yes. He is in the kitchen.**
(*Point to repeat*) **He is ....**

S **He is in the kitchen.**

T (*Move him to the bedroom*)
Where is John?
(*Cue: He .....*)

S **He is in the bedroom.**

T *(Put Mary in the Livingroom)*
Where is Mary?

S In the livingroom

T Yes. She is in the livingroom.
(Point to repeat) She is.....

S She is in the livingroom.

Continue to move both dolls around the house. Once you've gone through all the rooms, reverse and have her ask you "Where" questions. Then continue with this lesson.

T Where are you? *(If your student cannot answer, encourage her to tell you "I don't know," or "I don't understand.")*

S I don't know.

T Listen: I'm here. I'm here.
(Point to repeat) I'm here.

S I'm here.

T Where are you?

S I'm here.

T Ask me.

S Where are you?

T I'm here.
Where is __________? *(Use the name of someone she knows but who is not present.)*

S I don't know.

T Ask me.

S Where is ________?

T He/She is not here. Not here.
(Point to repeat) He/She is not here.

S He/She is not here.

T Again. Where is _______?

S He/She is not here.

T Where are you?

S I'm here.

T Where is Debbie?

S She is here.

Continue in this way with other people she knows either present or not present.

TIME: 20 minutes

VISUAL AIDS:

None

Objective: Student will be able to respond to questions about the locations of furniture and objects in a room.

Teaching Box

Where is the stove?	It's in the kitchen.

Review "Where" questions using rooms with "here" and "over there" as you did in the previous lesson.

T Listen: Where is the stove?
Where is the stove?

Is it here?

S No
T Where is the stove? *(there are a number of ways your student may respond. She may point and say "over there" which is not what you want, but could be right nonetheless. She may say and do nothing which means she doesn't understand the questions. She may respond with "kitchen" which is the desired answer. In any case, wait for some kind of response before you cue her.*

(Cue: It's in the kitchen.)

S It's in the kitchen.

T Where is the toilet?
S In the bathroom
T *(Cue: It's .....)*
S It's in the bathroom.

Continue in this way with various items she has already learned.

TIME: 10 minutes

ESTIMATED TIME: 10-15 mins.

VISUAL AIDS:

Known objects

Objective: Student will be able to respond to questions about the location of items on objects in a room.

Teaching Box

Where is the lamp?	It's on the table.

Review "Where" questions previously learned.

It is best to use real objects for this lesson. If not, when you ask her "Where is the lamp?" She will naturally respond, "It's in the livingroom." (remember that is what you previously taught her). If you show her the lamp on the table, it is easier to get the response you want.

T Listen: Where is the lamp? *(place the lamp on the table)*
Where is the lamp?

It's on the table. On.
It's on the table. On.
(Point to repeat) It's on the table.

S It's on the table.

T *(Place the lamp on a chair)*

Where is the lamp?

S on the chair.
T (Cue: *It's .....*)
S It's on the chair.

Continue putting the lamp on familiar locations. If the lamp is too bulky use another object, but use the same object until she has the idea of "on". Once she can answer all your questions easily, use different objects in the room. Remember, you are concentrating on the word "on" for now. Other prepositions follow later.

TIME: 10-15 minutes

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Known objects

Objective: Student will be able to respond to questions about the location of items under objects in a room.

Teaching Box

Where is the pen?	It's under the table.
Is it on the chair?	No.

Review all "Where" questions previously learned.

Take a pen (does she know "pen"?) and put it on the table.

T Where is the pen?

S It's on the table.

T *(Put the pen under the table)*

Where is the pen?
Is it on the table?

S No

T Ask me *(Cue if you have to: Where.....)*

S Where is the pen?

T It's under the table. Under
It's under the table. Under
(point to repeat) Under

S Under
T Under the
S Under the
T Under the table
S Under the table
T It's under the table. *(Students will have a very difficult time distinguishing between "on the" and "under the" because it sounds the same to them. Practice it many times so they can hear the difference.*

Continue in this way with other objects. Contrast the two prepositions she knows (on, under) by mixing up your questions. You can also add "in" by putting the pen into a drawer or a box.

TIME: 10 minutes

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Known objects

Objective: Student will be able to respond to questions about the location of items next to objects in a room.

Teaching Box

Where is the pen?	It's next to the book.
Is the pen on the book?	No.

Review all "Where" questions previously learned.

Put a pen on a book in front of you.

T Where is the pen?

S It's on the book.

T *(Put it under the book)*
Where is the pen?

S It's under the book.

T *(Put the pen next to the book and wait. See if your student will ask you. If she doesn't, say: "Ask me".)*

S Where is the pen?

T It's next to the book. Next to.
It's next to the book. Next to.
(point to repeat) Next to.
S Next to.
T It's next to the book.
S It's next to the book.

Continue this way with other objects. Use "in, on, under" questions to make sure she is not just following a pattern.

TIME: 10 minutes

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Clock
Door

Objective: Student will be able to respond to questions about location of items over objects in a room.

Teaching Box

Where is the clock?	It's over the door.
Is it under the sink?	No.

There are a number of prepositions remaining that you can teach your student. Don't try teaching her too many if she still has a lot of difficulty with those presented in the lesson.

Review all the prepositions before you introduce the above. Continue in the same way as you've done previously.

TIME: 10 minutes

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Book
Pen, pencils
Known objects

Objective: Student will be able to respond to questions about locations of furniture items and objects in front of and behind objects in a room.

Teaching Box

Where is the pen?	It's in front of the book.
	It's behind the book.

Continue to review all previously taught prepositions using various objects and furniture items in the room.

Another way to introduce the above prepositions is to use a box. Put an object in the box, on (top of) the box, next to, in front of, behind the box, etc. Use whatever seems easiest for your student's level.

TIME: 10 minutes

CHECKLIST

OBJECTIVES: Lessons 3 & 4

1._____Student can dial a telephone number written on a piece of paper.

2._____Student can give a basic fire emergency dialogue over the phone.

3._____Student can give a basic medical emergency dialogue over the phone.

4._____Student can give a basic police emergency dialogue over the phone.

5._____Student can identify at least 10 common kitchen items.

6._____Student can identify at least 8 common bathroom items.

7._____Student can identify at least 5 common livingroom items.

8._____Student can identify at least 7 common bedroom items.

9._____Student can locate items in a room by responding to "Where" questions using simple prepositions: in, on, next to, under, over, behind, in front of.

UNIT 5

MONEY

GOAL: STUDENT WILL BE ABLE TO IDENTIFY AND COUNT AMERICAN MONEY.

Objective 5-A	Student will be able to count and write numbers from 10-20
Objective 5-B	Student will be able to identify American coins
Objective 5-C	Student will be able to identify the value of each coin
Objective 5-D	Student will be able to count and write numbers from 20-100
Objective 5-E	Student will be able to count money up to 20¢ by combining coins
Objective 5-F	Student will be able to identify and count different American bills
Objective 5-G	Student will be able to count coins and bills combined
*Objective 5-H	Student will be able to count beyond 100
*Objective 5-I	Student will be able to read and write money amounts

* OPTIONAL LESSONS

Lesson Teaching Box

Numbers	10-20
What is this?	It's a penny nickel dime quarter half-dollar
What do you have?	I have a penny nickel etc.
	I have a penny and a dime.
How much do you have?	I have ________cents.
Numbers	20-100
What is this? (with bills)	It's 1 dollar 5 dollars 10 dollars 20 dollars
How much do you have?	I have 3 dollars, 11 cents
commands:	
Show me Give me a ______ Give me a ______ and a ______ Give me three pennies Count	
*Numbers	Beyond 100

* OPTIONAL LESSONS

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Flashcards

Objective: Student will be able to count and write numbers from 10-20

Teaching Box

Numbers	10-20

Review numbers from 1-10 by counting. Use flashcards to review reading these numbers as well.

Once you've reviewed 1 - 10, introduce 11 - 15 by just continuing to count. If your student grasps 11 - 15 quickly, go on to teach her up to 20. If, however, your student is very slow, teach only up to 15 and stop for now. She will retain the information better in smaller increments. Do not introduce the written numbers until a later lesson when she has learned 10 - 20 orally very well.

If your student can already say, read and write her numbers, continue with this lesson.

TIME: 10 minutes

ESTIMATED TIME: 20 mins.

VISUAL AIDS:

Coins: penny
nickel
dime
quarter
half-dollar

Objective: Student will be able to identify American coins.

Teaching Box

What is this?	It's a penny nickel dime quarter half-dollar
What do you have?	I have a penny nickel etc.
	I have a penny and a dime
Commands:	
Show me Give me	

Use real coins and have several of each on hand. Many students already know money and values. Make sure, though, by going through the teaching boxes. It will make teaching the structures included in this lesson much easier. If she can name the coins and their values, begin combining them and counting.

If "money" is new for your student, proceed very slowly. Many times a teacher finds that her student has difficulty counting in her own language. Perhaps she never had to count beyond 25 in her country. If that is the case, she may never learn to count American money, but at least she will know the names of the coins.

Since money is so important to the survival of the refugees, you should continue to review these lessons periodically throughout your teaching experience with your student.

T *(hold up a penny. Shrug as if you don't know what it is. She might say 1¢ which is ok. Get her to ask you "What is that?" If she doesn't, Cue: What ...)*

S What is that?
T It's a penny. penny
(point to repeat) penny

S penny

T It's .....
S It's a penny

Continue in this way with all the coins, reviewing each new item as you go. Once all the coins have been learned, do the following:
Place all the coins in front of your student.

T Show me a penny
S *(Shows)* penny

T Show me a dime
S *(Shows)* dime

T Listen: Give me a penny
Give me a penny
(Take your student's hand and help her pick up a penny) Give me

S *(gives teacher a penny)*
T Thank you. Now give me a dime.
S *(gives teacher a dime)*
T Thank you.

T Give me a nickel, a dime and a quarter.
S *(gives nickel, dime and quarter) NOTE: (Your student may not be able to hear all three coins, but try this anyway. Repeat the coins again for her slowly)*

Continue in this way and then reverse roles. Have the student say "give me" to the teacher.

Put all the coins in front of yourself. Point to the student and say "You are the teacher" say: "give me."

S Give me a dime.
T *(gives her a dime)*
S Thank you.

T again
S Give me a penny.
T *(Cue: and....)*
S and a nickel
T *(gives a penny and a nickel)*
S Thank you.

T Listen: What do you have?
What do you have?

I have a dime and a nickel.
I have a dime and a nickel.

(Point to repeat) I have.....

S I have
T a dime and a nickel
S a dime and a nickel

T I have a dime and a nickel
S I have a dime and a nickel

T OK. Again. Give me....

S Give me a penny.

T *(gives a penny)*
S Thank you.

T What do you have? *(Cue if you have to: I have....)*

S I have a dime, a penny and a nickel.

If your student can say all that, you've done a wonderful job!

Continue in this way with other coins several times more.

TIME: 20 minutes

ESTIMATED TIME: 15-20 mins.

VISUAL AIDS:

Coins

Objective: Student will be able to identify the value of American coins.

Teaching Box

How much do you have?	I have ______ cents
Commands:	
Count	

Review names of coins. Use "What" and "Yes/No" questions to review.

T *(Hold up a penny)* How much is this? How much?
How much is this? How much?

It's 1 cent.
1 cent.
(point to repeat) It's 1 cent.

S It's 1 cent

T *(Give her 2 pennies)* How much do you have?
Count *(Cue if you have to: one, two)*

S one, two
T 2 cents *(She won't say the final "s" so correct her)*
S 2 cents

T *(Cue: I have ....)*
S I have 2 cents

T *(Give her 4 pennies)* How much do you have? *(Cue if you have to: I have ....)*
S I have 4 cents

Continue in this way up to 10 cents with pennies. You can subtract pennies from her pile once she gets the idea. Then continue on to the other coins.

T *(Hold up a dime)* How much is this?

S I don't know
T It's 10 cents
10 cents
S 10 cents
T *(Give her the dime)* How much do you have?
S I have 10 cents
T *(Hold up a penny)* How much is this?
S It's 1 cent

Introduce the value of each coin in this way and continue to go back and review the other coins. Don't combine the coins yet. Let her get each coin's value ingrained in her mind first.

TIME: 15 - 20 minutes

ESTIMATED TIME: several days

VISUAL AIDS:

Flashcards

Objective: Student will be able to count and write numbers from 20 - 100.

Teaching Box

Numbers	20-30 30-40 etc. up to 100
Commands:	
Count	

To teach 20 - 100, simply continue to count after you review numbers up to 20 (21, 22, 23, etc.). Each day you teach her, start from 1 and count up to the number you taught the previous lesson. For example: 1-20, 1-30, 1-40, and so on.

It is good practice for her to say the numbers daily. Teach only what she can handle. Once she has learned a series of numbers well, use flashcards to introduce the written form and have her practice writing her numbers at home. It may take her several weeks to learn to say, recognize, write, and distinguish between numbers from 1 - 100. This is not unusual for someone who has never been to school before.

If you are teaching a class or more than one student, you can play a game with numbers. Simply do a "round" orally with the numbers. You begin by saying "one" and point to have the next student say "two" and so forth.

The same can be done with the alphabet. When the students are particularly good, you can then have them count by 10's and 5's which is good preparation for telling time later.

A good listening exercise is to write several numbers on a piece of paper and have your student point to the number you repeat. You can also dictate numbers for her to write.

TIME: Perhaps several days

ESTIMATED TIME: 10-20 mins

VISUAL AIDS:

Coins

Objective: Student will be able to count money up to 20¢ by combining coins.

Teaching Box

How much do you have? I have _____ cents.

Commands:

Give me
Show me

Review the names of coins with the question: What is this?
Review the value of coins with the question: How much do you have?

T *(Give her 4 pennies)* How much do you have?

S I have 4 cents.

T *(Give her one more penny)* How much do you have now?

S I have 5 cents.

T *(Take the pennies and trade them for a nickel)* How much do you have?

S I have 5 cents.

Compare the 5 pennies and the nickel and say: the same.
Give her one more penny to go with her nickel.

T How much do you have now?

S I have 6 cents. *(NOTE: If she cannot add the two coins you've given her, she probably cannot add well -- at least not in English. Show her the five pennies and the nickel again and say "the same". Then add one penny to the five and ask her "How much". Help her count them if that's necessary. Take the five pennies away and substitute the nickel. Ask her once again "How much". If this is still too difficult for her, you are facing a formidable task of actually teaching her to add and eventually subtract. You may not now want to take the considerable amount of time this will take to do, but if you do, make it a daily activity of no more than 10 minutes of your overall time. Begin slowly with pennies, adding them up to 20 and eventually subtracting from 20. Do this before going into coins of different values. If your student has little difficulty adding coins you've given her, proceed with the lesson.)*

T *(Give her 4 cents)* How much do you have now?

S I have 10 cents.

T *(Give her a nickel)* How much do you have now?

S I have 15 cents.

Continue adding different coins up to 20 cents. When you are satisfied that she can add quickly, begin subtracting pennies and later other coins.

Place all the coins in front of your student. Make sure there are several of each denomination. Then tell her to "give me" 10 cents, 13 cents, 8 cents, etc. Continue to tell her to give you different amounts that require her to combine several coins up to 20 cents. Once your feel she is ready, begin adding coins beyond 20¢ slowly.

TIME: 10 - 20 minutes

ESTIMATED TIME: 10-15 mins

VISUAL AIDS:

Bills:
1, 5, 10, and 20
dollar bills

Objective: Student will be able to identify and count different American bills.

Teaching Box

What is this?	It's 1 dollar 5 dollars 10 dollars 20 dollars
How much do you have?	I have 10 dollars.

Continue to review the names of coins and their values.

Introduce each bill as you did the coins with the following questions:

T *(give her the dollar bill.)*
What's this?

S It's 1 dollar.

T How much do you have?

S I have 1 dollar.

Once she knows the value of each bill, you can begin to add the $1 bills together and proceed by adding different bills together. Don't combine with coins yet. Let her get used to the bills before she begins to add all the monies together.

TIME: 10 - 15 minutes

ESTIMATED TIME: No more than 20 mins.

VISUAL AIDS:

Bills and coins

Objective: Student will be able to count bills and coins combined.

Teaching Box

How much do you have?	I have 3 dollars 11 cents

Review the names and value of bills and coins.

T *(Give your student a $1 bill)* How much do you have?

S I have 1 dollar.

T *(Add a quarter)* Listen: 1 dollar 25 cents
1 dollar 25 cents
(point to repeat) 1 dollar 25 cents

S 1 dollar 25 cents.
T How much do you have?
S 1 dollar 25 cents.

T *(take away the quarter and substitute a dime)* How much do you have?
(Cue: I have ...)

S I have 1 dollar 10 cents.

Continue substituting coins for a while. Don't add more than one coin to her pile yet. When she can say the amounts with 90% proficiency, begin adding more bills to her pile, then more coins. Go slowly. Encourage her to count in English. She will count in her own language at first -- let her until she builds her confidence and gets faster with her answers. Then help her to count in English outloud.

TIME: No more than 20 minutes

ESTIMATED TIME: several days

VISUAL AIDS:

Flashcards

*Objective: Student will be able to count beyond 100.

Teaching Box

Numbers	100-110 110-120, 130, 140, etc. 100, 200, 300, etc. to 1000
Command:	
Count by tens	

For most refugee women, 1 - 100 is enough for their needs. For those who are capable and want to go beyond 100, teach the above in the same way you've done previously.

It's good practice for your student to say as well as read and write numbers, but don't try teaching too much too fast. Spread this lesson out over a number of days or even weeks.

TIME: Several days

* OPTIONAL LESSON

LESSON 5-I   page 108   ESTIMATED TIME: several days

VISUAL AIDS:

Worksheets
Money
Flashcards

*Objective: Student will be able to read and write money amounts.

Teaching Box

What's this?	It's $1.00
	1.01
	1.05
	1.10
	It's 35¢
	40¢
	$.50
	$.75

This optional lesson may require some work on your part. If your student is fast, teach her to read and then write money in order to prepare her for later shopping and price experiences. Saying and writing the amounts from oral cues will reinforce the material.

Make up some work sheets for her to practice writing money amounts. Copying is a very valuable tool at this point. Expand your worksheets by using drawings of coins and bills with the numbers indicated and have her add and write the amounts.

For an average student, it's probably only necessary to have her read the amounts. In any case, teach this lesson slowly and review as you've done previously with flashcards.

You can use the exercises in the Student Book, page 33.

TIME: Several days

*OPTIONAL LESSON

UNIT 6

DAYS OF THE WEEK

GOAL: STUDENT WILL BE ABLE TO RESPOND TO QUESTIONS ABOUT THE DAYS OF THE WEEK.

Objective 6-A	Student will be able to say the days of the week
Objective 6-B	Student will be able to respond to questions about today and tomorrow
Objective 6-C	Student will be able to respond to questions about yesterday
*Objective 6-D	Student will be able to read and write the days of the week

* OPTIONAL LESSON

Lesson Teaching Box

	Monday
	Tuesday
	Wednesday
	Etc.
What's today?	Today is Monday
What's tomorrow?	Tomorrow is Tuesday
What was yesterday?	Yesterday was Sunday

If your student is illiterate, it won't do you much good to show her a calendar to teach her the days of the week. In the first place, she can't read the days and in the second place, she may never have seen a calendar before.

It's very difficult to get across the meaning of what you're teaching. Sometimes, if you know just one of the days in her langauge, she will get the idea. You can try to find out from someone else or look in a bilingual dictionary.

A good way to teach the days and later the idea of today, tomorrow and yesterday, is by using your fingers. Hold up your left hand with your palm facing you. Spread your fingers and beginning with your little finger, point to it with your other hand and say: "Monday"and have her repeat. Point to the next finger and say: "Tuesday." Go back to your little finger and begin again saying, Monday, Tuesday and have her repeat. Continue in this way through all the days until she can say them without cueing to your fingers. Later when you teach tomorrow or yesterday, you can use the finger idea again by going foreward or backwards for the appropriate day.

It's a good idea to review the days periodically or she will forget. You may have to spend a lot of time on them initially to make sure she learns them very well. It's a lot of fun to learn the days in her language as well. If she can learn yours, you can learn hers.

ESTIMATED TIME: 10-20 mins.

VISUAL AIDS:

None

Objective: Student will be able to say the days of week in order.

Teaching Box

Monday, Tuesday, Wednesday, Thursday Friday, Saturday, Sunday

Use your fingers. Each finger represents a day. One finger is Monday, two for Tuesday, etc.

T Listen: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
Monday
Monday
(Point to repeat)
S Monday
T Again
S Monday
T Tuesday
S Tuesday
T Again
S Tuesday
T Mon., Tues. *(Point to repeat)*
S Mon., Tues.
T Wed.
S Wed
T Again
S Wed.
T *(Cue: Mon.....)*
S Mon., Tues., Wed.

Continue in this way introducing each new day while going back to Monday and repeating. Use fingers to help the student. Once all the days have been introduced and repeated several times, have the student recite them on her own. Students will have trouble hearing the difference between Tuesday and Thursday. Practice these together several times.

TIME: 10 to 20 minutes

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

None

Objective: Student will be able to respond to questions about today and tomorrow

Teaching Box

What's today?	Today is Monday.
What's tomorrow?	Tomorrow is Tuesday.

Review the days of the week beginning with Monday using your fingers.

T Listen: *(Point to the finger you usually designate for whichever day it is. For this lesson, Monday will be used)*

Today is Monday. Monday.
Today is Monday.
(Point to repeat) Today is Monday. *(Point to the finger for Monday.)*
S Today is Monday.
T Again. *(Cue: Today.....)*
S Today is Monday.
T Today
S Today
T *(Cue: Today is ....)*
S Today is Monday.

Point to the finger for Monday and say "Mon." Now, point to the next finger and try to elicit Tuesday from the student. If she doesn't respond, tell her "Tues."

S Tuesday
T *(Go back to pointing to Monday)*
Listen: Today is Monday.
(Point to the next finger) Tomorrow is Tues. Tomorrow
Tomorrow is Tues.
Tomorrow is Tues. *(Point to the finger for Tues.)*
(Point to repeat)
S Tomorrow is Tuesday.

Using your fingers again, point to the finger for Monday and say "Today". Point to the finger for Tuesday and say "Tomorrow". Do this several times and elicit a response from your student when you point to one of these two fingers. Then point and say "Mon" and "Tues." Intersperse today and tomorrow with Mon. and Tues. and try to elicit either of these two words for each finger from your student.

T Listen: What's today?
Today is Monday.
What's today? Today is Monday.
What's today? *(Cue: Today.....)*
S Today is Mon.
T Again. What's today? *(Point to finger)*
S Today is Mon.
T *(Point to Tuesday's finger)* What's tomorrow? What's tomorrow?

Wait for an answer. See if she will respond before you help her. If she answers with one word "Tues" say good and help her with the full answer "Tomorrow is Tues." If she doesn't do anything, cue her: Tomorrow is......

S Tomorrow is Tuesday.
T Again. What's tomorrow?
S Tomorrow is Tues.
T *(Point to "Mon" finger)* What's today?
S Today is Monday.
T Again. What's today? *(don't point)*
S Today is Mon.
T *(Without pointing)* What's tomorrow?
S Tomorrow is Tuesday.

(NOTE: Each day review the days of the week and use this method to review "today" and "tomorrow". You will want to eventually ask her the questions in the Teaching Box without using your fingers as a cue.

TIME: 10 minutes

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

None

Objective: Student will be able to respond to questions about yesterday.

Teaching Box

What was yesterday?	Yesterday was ________.

Review the days of the week and the questions: What is today/tomorrow?

T Listen: *Using your fingers as before, point to Thurs. and say "today" (if it's Thurs, of course). Try to elicit "today is Thurs". If she doesn't respond, cue her "Today is....." Point to Friday's finger and try and elicit "tomorrow is Friday." Once again, if she doesn't respond, cue her. Point to Wed.'s finger and say "yesterday" several times. Go back to Thurs. and Friday saying "today" and "tomorrow" and then back to Wed. saying "Yesterday."*

Listen: Today is Thurs. *(point)*
Tomorrow is Friday. *(point)*
Yesterday was Wednesday.
Yesterday was Wednesday.
Yesterday was Wednesday.
(point to repeat) Yesterday was Wed.

S Yesterday was Wed.
T Again. Yesterday .....
S Yesterday was Wed.

T Listen: What was yesterday?
Yesterday was Wed.
What was yesterday?
Yesterday was Wed.

What was yesterday? *(Cue: Yesterday....) (point to finger)*

S Yesterday was Wed.
T Again. What was yesterday?
S Yesterday was Wed.
T What's today.
S Today is Thurs.
T What's tomorrow?
S Tomorrow is Fri.
T What was yesterday?
S Yesterday was Wed.

Continue with all three questions each day.

TIME: 10 minutes

LESSON 6-D page 115

ESTIMATED TIME: Several Days

VISUAL AIDS:

Flashcards

*Objective: Student will be able to read and write the days of the week.

Teaching Box

Write Read	Mon Tue Wed Thur Fri Sat Sun

Slow students can recognize the days of the week with enough practice and review with flashcards. It's a matter of learning by memorization. Writing from memory, however, is more difficult. If your student doesn't seem to be able to remember spellings, don't worry about it. This is an optional lesson because it's not imperative that she read and write the days now.

Teach her the short forms of the days because they are the easier to recognize. One way to help her remember is to point out the first letter of each day. This tends to jog the student's memory.

To practice reading and writing the days, see the exercises in the Student Book, page 36.

TIME: Perhaps several days

* OPTIONAL LESSON

UNIT 7

TIME

GOAL: STUDENT WILL BE ABLE TO RESPOND TO QUESTIONS ABOUT TIME.

Objective 7-A	Student will be able to respond to questions about the hour
Objective 7-B	Student will be able to respond to questions about the half hour
Objective 7-C	Student will be able to respond to questions about minutes past the hour
Objective 7-D	Student will be able to respond to questions about minutes before the hour
*Objective 7-E	Student will be able to tell the time using "after" and "to"
*Objective 7-F	Student will be able to read and write time.

*OPTIONAL LESSON

Lesson Teaching Box

What time is it? It's 10 o'clock

10:30

10:05
10:10
10:15

10:20
10:25
10:30

10:35
10:40
10:45

10:50
10:55
11 o'clock

If you can, make or buy a toy clock. It isn't important that it have a second hand, but that the numbers are big and clear and the big and little hands are distinguishable. If you want, you can use an old clock that doesn't work anymore, but sometimes the hands are hard to move so it's better to make your own. Of course, you can always just use paper and pencil if there is nothing else.

There are several variations in telling time. The method shown in the teacher's box works well because it directly translates the same in the student's language. If, however, your student is fast and can already tell timein this manner, consider teaching her the optional lesson about telling time using "before" and "after."

Some students never learn to tell time. It may be that there are just too many things to remember or that she has trouble in her own language. Most students are able, however, to learn the hours and the half hours. If you have one of these students, concentrate on these and don't get discouraged if she cannot learn any more.

ESTIMATED TIME: 10-15 mins.

VISUAL AIDS:

Clock

Objective: Student will be able to respond and ask questions about the hour

Teaching Box

What time is it? It's 1:00.
Reverse

With flashcards or pen and paper, review numbers from 1-12. Go to your clock and randomly point to the numbers and have her tell you each one as you point. If she cannot, go around the clock in order slowly having her repeat each number. Then point to them randomly.

Point to the minute hand and indicate that it is long while the other hand is short. She will know what you mean if she can tell time in her language. You can illustrate this better by drawing the hands on a piece of paper and pointing out the difference in size.

Now set the clock at 1:00. Show the hour hand (indicate that it is the short one) pointing to the "1".

T Listen: What time is it?
What time is it?
It's 1:00.
It's 1:00.

(Point to repeat) It's 1:00

S It's 1:00.
T Again
S It's 1:00.
T What time is it?
S It's 1:00.

T *(Move the hand to the "2")* What time is it?
S 2:00
T It's 2:00.
S It's 2:00.
Go around the clock in order and continue asking. Practice the numbers she seems to have the most problems pronouncing. Once she seems confident, ask her the times out of order.

T Listen: What time is it?
What time is it?
What time is it?
(Point to repeat) What time is it?
S What time is it? *(Note: Student won't be able to say "is it" clearly. Don't worry about it much just as long as she is close.)*
T It's 1:00. *(make her move the hands)* Ask me.
S What time is it?
T It's 3:00.
(Continue in this way several times so she can practice both question and answers.)

TIME: 10-15 minutes

LESSON 7-B page 119

ESTIMATED TIME: 10-15 mins

VISUAL AIDS:

Clock

Objective: Student will be able to ask and respond to questions about the half hour

Teaching Box

What time is it? It's 1:30.

Review the question "What time is it?" and the answers for the hours. Have her ask as well as answer.

Set the time at 1:00. Show her that the minute hand is on the 12 and indicate that it is long. Ask her the time. After she responds, move the minute hand to the 6 and indicate again that it is long.

T Listen: What time is it? *(Point to clock)* It's 1:30.
It's 1:30.
It's 1:30.
(Point to repeat) It's 1:30.
S It's 1:30.
T What time is it?
S It's 1:30.
T *(Move the hour hand to the "2")* What time is it?
S 2:30
T It's 2:30.
S It's 2:30.

Continue in this way through all the numbers. Then move the minute hand back to the 12 and ask "What time is it?" Alternate randomly between the hours and the half hours.

Reverse roles. Have her manipulate the clock while she asks and you answer.

TIME: 10-15 minutes

LESSON 7-C page 120

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Clock

Objective: Student will be able to respond to questions about minutes past the hour.

Teaching Box

What time is it?	It's 1:05, 1:10, 1:15

Review hours and half hours with questions.

Using the toy clock, count the minute marks from the 12 to the 15 minute mark and stop.

T Listen: *(starting from the 1, point)* 5 minutes, 10 min., 15 min.
5, 10, 15
5, 10, 15
(Point to repeat) 5 *(Point to the 1)*
S 5
T 10
S 10
T 15
S 15
T 5, 10, 15.
S 5, 10, 15
Continue in this way several times pointing in order. Then point to numbers up to 3 randomly as she responds.

T *(Set the hands of the clock for 1:00)* What time is it?
S It's 1:00

T *(Move the minute hand to 5 after 1)*
Listen: What time is it?
It's 1:05
1:05
It's 1:05
(Point to repeat) 1:05
S 1:05
T *(Move the hand to 10 after)* What time is it? *(Try to elicit 1:10)*
S It's 1:10
T *(Move the hand to 15 after)* What time is it? *(elicit)*
S It's 1:15

Continue in this way randomly changing the minute hand, but don't change the hour hand yet. You want her to get used to saying time in this manner. It is difficult for students to say the numbers together since they have a tendancy to translate, which slows up the process. Once she can do 5 through 15 easily, proceed to change the hour hand, but continue to vary only 5-15 minutes after.

T *(Set the hands to 2:00)* **What time is it?**
S **It's 2:00**

T *(Move the minute hand to 5 after)* **What time is it?**
S **It's 2:05**

(NOTE: Sometimes students have a very hard time getting their numbers in the correct order. They don't know which number is first. If your student is having this problem -- mixing up the hands of the clock -- try this:

When you change the hour hand, cover up the minute hand and make her say the number first -- then uncover the minute hand and make her say the minutes it is pointing to. You can also draw the two hands of the clock on a piece of paper and show her that the little hand is for hours 1, 2, 3, 4, 5, etc. and the long hand is for minutes: 5, 10, 15, 20, etc.

Cover and uncover the minute hand for a long while until she gets used to saying the hour hand first, the minutes last.

Continue changing the hour hand and practicing only up to 15 after with all the hours. This is usually enough for most students, but you can proceed if your student is fast.

TIME: 10 minutes

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Clock

Objective: Student will be able to respond to questions about minutes past the hour.

Teaching Box

What time is it?	It's 1:20 1:25 1:30

Review 1:05 through 1:15.

Introduce 1:20 through 1:30 as you did in the previous lesson.

Have her count by tens from 5 after to the half hour. Each time you review, have her count by fives in this way. By now, you should also be adding and mixing up the hours (2:10, 5:20, 6:15, etc.) Go slowly.

TIME: 10 minutes

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Clock

Objective: Student will be able to respond to questions about the minutes before the hour

Teaching Box

What time is it? It's 1:35
1:40
1:45

Review all time taught previously.

Introduce minutes before the hour as you did minutes after the hour.

TIME: 10 minutes

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Clock

Objective: Student will be able to respond to questions about minutes before the hour.

Teaching Box

What time is it?	It's 1:50 1:55 2 o'clock

Review all time taught previously.

Introduce as in previous lessons.

TIME: 10 minutes

ESTIMATED TIME: 1-2 days

VISUAL AIDS:

Clock

*Objective: Student will be able to tell time using "after" and "to"

Teaching Box

What time is it?

It's 5 after 1
10 after 1
15 after 1
etc.

It's 5 to 1
10 to 1
15 to 1
etc.

or It's 5 before 1
til

As an optional lesson, this can be done at any time once you've taught her the basic way to tell time as shown in the Lesson Teaching Box. It's best not to combine the basic method you've already taught with the variation until later. This is because the numbers for minutes before and after the hours are directly opposite of the way she learned to tell time (It's 1:10 -- It's 10 after 1). If she has a great deal of difficulty keeping her numbers in correct order, you should not do this optional lesson. Telling time one way well is better than not being able to tell time at all.

If your student can read a little, you can divide the clock in half and write "after" on the righ and "to" or "before" on the left. Divide your lesson into time "after" and time "to" over a period of two days. If your student is particularly fast, she might be able to learn the entire variation in one day.

TIME: 1-2 days

*OPTIONAL LESSON

LESSON 7-F page 125

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Flashcards
Clock

*Objective: Student will be able to read and write time.

Teaching Box

1:00	1:30	1:05	See Student Book
2:00	2:30	1:10	
etc.	etc.	1:15	
		etc.	

In most cases, it's not necessary for women to read and write time. However, later in this book she will be asked read store hours. Writing time may come in handy if she must ever write down appointments or phone messages.

If your student is semi-literate and is eager and capable of handling this lesson, use the exercises in the Student Book, pages 39-42. You can also make flashcards of the written times to practice reading.

TIME: No more than 10 minutes per lesson.

*OPTIONAL LESSON

CHECKLIST

OBJECTIVES: Lessons 5 - 6 - 7

1.____Student can count from 10-100.

2.____Student can read, write and say numbers from 1-100.

3.____Student can identify all American coins and state their value.

4.____Student can identify common American bills and state their value.

5.____Student can count out money given a specific amount (not more than $100).

6.____Student can state the days of the week.

7.____Student can respond to questions about time.

UNIT 8

COLORS

GOAL:	STUDENT WILL BE ABLE TO ASK AND RESPOND TO QUESTIONS ABOUT COLORS
Objective 8-A	Student will be able to identify common colors
Objective 8-B	Student will be able to ask and respond to yes/no questions about colors
*Objective 8-C	Student will be able to distinguish between light and dark colors

*OPTIONAL LESSON

Lesson Teaching Box

What color is this?	It's red blue yellow green black brown white orange pink purple
Is this __________?	Yes, it is. No, it's blue.

For this lesson, you will need several different colored objects. You can get a set of marking pens in a package with several different colors. You can use construction paper to make colored flashcards. Different colored pens, pencils and crayons are also handy. Try not to include shades of colors at first, like light blue or violet.

Learning colors may not seem like survival English to you. They are very important because once the student knows colors well, they are a good device to check comprehension in later lessons. Colors can be fun and are usually simple for all students to learn. Reviewing colors is a good warm-up exercise to begin a day's lesson.

ESTIMATED TIME: 10-15 mins

VISUAL AIDS:

Colored Objects

Objective: Student will be able to identify common colors

Teaching Box

What color is this?	It's red blue yellow green black white brown

T *(Using whichever object you've chosen, hold up and point)*

It's blue.
It's blue.
(Find other objects in the room that are also blue, including clothes, pictures, furniture, etc., and say "blue")

(Point to repeat) It's blue.

S It's blue
T Again
S It's blue

T Listen: What color is this?
What color is this?

It's blue.

What color is this?
It's blue.

(Point to repeat) What color is this?

S What color is this?
T It's blue. Now ask me. *(Cue: What color...) (Give her the object)*
S What color is this?
T It's blue.
(Pick up another color) Ask me.
S What color is that?
T It's red
S It's red

Continue holding up each color and have her ask you for the information. Be careful of "this" and "that". Once she's learned the colors in the teaching box, go around the room and find those colors and have her tell you "It's brown" or "It's green". If she's a fast learner, go on to the next teaching box and add more colors. If she is slow, this is enough for her.

TIME: 10-15 minutes

VISUAL AIDS:

Colored Objects

Objective: Student will be able to ask and respond to yes/no questions about colors

Teaching Box

Is that green? Yes, it is.
No, it's orange.
pink
purple

Using colored objects, review the colors from the previous lesson.
Have her ask as well as answer questions.

Introduce the new colors in the same way. Have her ask you for the information.

Once she can tell you all the colors of the objects, proceed with this lesson.

T Listen: *(hold up an orange object)* Is this green?

S No

T What color is it?
S I don't know.
T Ask me
S What color is that?
T It's orange

(Hold up a blue object) Ask me. *(Cue: Is this ......)*

S Is this blue?
T Yes, it is.
(Hold up a purple object) Ask me.
S Is that blue?
T No, it's purple. purple
(point to repeat) It's purple

S It's purple

T *(Hold up a pink object)* Ask me. *(Cue: Is ....)*

S Is that red?

T No, it's pink. pink
(Point to repeat) It's pink

S It's pink.

Continue in this way having her ask you yes/no questions about colors you have not introduced. Then you can reverse and ask her yes/no questions.

TIME: 10-15 minutes

LESSON 8-C page 131 ESTIMATED TIME: 10 mins.

VISUAL AIDS:

light and dark contrasting colored objects

*Objective: Student will be able to distinguish between light and dark colors

Teaching Box

What color is that?	It's light blue dark
	It's light green dark
	It's light brown dark

Many students have a hard time understanding how two shades of a color can be called the same color. This is an optional lesson for those students who can handle a little more information about color. Teach "light" and "dark" as you would the other colors by using objects that show the contrasting shades.

TIME: 10 minutes

*OPTIONAL LESSON

UNIT 9

FOOD

GOAL: STUDENT WILL BE ABLE TO IDENTIFY AND RESPOND TO QUESTIONS ABOUT VARIOUS KINDS OF FOOD

Objective 9-A	Student will be able to identify and respond to questions about fruit
Objective 9-B	Student will be able to describe foods she likes or dislikes
Objective 9-C	Student will be able to identify and respond to questions about vegetables
Objective 9-D	Student will be able to demonstrate the meaning of need by responding to questions
Objective 9-E	Student will be able to identify and respond to questions about meat
Objective 9-F	Student will be able to identify and respond to questions about various drinks
Objective 9-G	Student will be able to identify and respond to questions about miscellaneous kinds of food
Objective 9-H	Student will be able to ask to go to the store
Objective 9-I	Student will be able to differentiate between the meals of the day
Objective 9-J	Student will be able to talk about what she eats for various meals of the day
*Objective 9-K	Student will be able to identify different kinds of food stores and differentiate between those that are expensive and those that are cheaper

*OPTIONAL LESSON

Lesson Teaching Box

FRUITS

lemon
orange
grapefruit
apple
banana
strawberry
grape
cherry
pear
watermelon
avocado
melon
pineapple
peach
plum

VEGETABLES

corn
carrot
celery
onion
tomato
eggplant
mushroom
potato
sprouts
green peppers
garlic
lettuce
cabbage
green onion

MEAT

chicken
fish
hamburger
hot dogs
bacon
pork
beef
ham
shrimp

DRINKS

coffee
tea
milk
juice
water
coke
beer
wine

MISC.

rice
egg
oil
fish sauce
ginger
sugar
salt
pepper
bread
butter
soup
salad

STRUCTURES

What is this/that? What are they?	It's (a) __________. They are __________?
Is this (a) ________? Are they ___________?	Yes/No Yes/No
Do you want ________?	Yes, please No, thank you
Do you like ________?	Yes/No
What do you want?	I want ________. Nothing, thank you.
What do you need?	I need ________.
What do you like?	I like ________. I don't like ______.
Meals:	breakfast (morning) lunch (afternoon) dinner (evening)
Describing foods and feelings:	It's sweet sour hot cold salty I'm hungry thirsty
Stores:	Names: Safeway; 7-Eleven It's expensive It's cheap

Like the lesson on rooms & furniture, this is essentially a vocabulary lesson that will probably take many weeks to complete. Again, don't spend more than 20 minutes on vocabulary at a given time and review often. Also, teach no more than about 10 new words in a day.

Many of the items listed under fruit may be new to your student. Even though there are a wide variety of fruits in Southeast Asia, many of the ones listed are not available or are too expensive in their countries. Go to the store (with her if you can) and buy the fruit you are going to teach for the day. This way you have the real thing to work with, she can watch you as you weigh and bag the fruit, and she can taste all the fruits. You should have no trouble then teaching her the concept of "like" and "dislike". Begin with fruit first since it is the most familiar and the easiest to get.

In addition to the vocabulary in this lesson, there are also a number of new structures she must learn. When you are introducing a new structure, try and use the vocabulary she has already learned very well. Go slowly with the structures and review them often. Remember too that you want her to ask as well as respond to questions.

Another good way to complete this lesson is to get her involved with all the facets of food -- from shopping to cooking. This lesson will only touch on those things, but later when she is more confident and has more English, this lesson can be expanded considerably.

Please note that nutrition is not dealt with specifically. Although it is important for your student to be aware that her family needs a balanced diet, one should not attempt to dictate what she should or shouldn't eat. Southeast Asians love their native foods and go to great lengths to acquire them. Generally, they are not particularly fond of bread and milk, staples in any nutritionist's diet plans. They like hot, spicy foods and rice is a must at almost every meal. It's not easy to convince your student that she needs other food items to balance her diet. You can only teach her and hope she sees the value, at least for her children. One thing that seems to always impress and amaze Asians is how tall Americans are. I like to tell them it's because mothers make their children drink milk when they're young.

ESTIMATED TIME: 20 mins.

VISUAL AIDS:

Real fruit
Plastic fruit
Pictures

Objective: Student will be able to identify and respond to questions about fruit

Teaching Box

What is this/that?	**It's a/an apple** **lemon** **orange** **grapefruit** **banana** **strawberry** **grape** **cherry**
What do you have?	**I have 2 apples, 3 oranges, etc.**
What color is a _____?	**It's __________.**

It is best to have the real thing -- hopefully you'll be teaching your student in the summertime, but if the fruit above is not available, use plastic fruit as the next best thing. If you don't have any, use the pictures in the Student Book and try to supplement those with pictures from magazines. It is also a good idea and a lot of fun to have her (or her children) color the pictures in the Student Book.

T (*Hold up an apple and elicit a question "What is that?"*)

S What is that?
T It's an apple. Apple.
S It's an apple.
T Again.
S It's an apple.
Continue with each fruit, always returning to apple and going through all of the items you've taught along with the new item.

T (*Put three apples in front of your student.*)
Count
S One, two, three.
T One apple, 2 apples, 3 apples
S One apple, 2 apples, 3 apples

T (*Note: Most students will always forget to add the final "s" to plurals. Though you want her to speak correctly, she will have a tendency to forget this constantly. Correct her with gestures as much as possible and be patient. There will be times when correcting this common error just doesn't seem important. For those times, don't correct her. Communication is the most important aspect of her language training now, and it should take precedence.*)

(*Continue in this way with other fruits. She will have a very hard time saying oranges and peaches.*

TIME: 20 Minutes

T (*Put all the fruit in front of her.*)
(*Note: If you are using pictures, you can cut them out and paste on flashcards. Use them as you would the real or plastic fruit. You can also use magazine pictures with plural fruit and just have her count the items.*)

Show me an apple.
S (*Points*) Apple
T Show me 3 peaches.
S (*Points*) 3 peaches.

T Give me an orange and a banana.
S (*Gives items to teacher.*)

T Thank you.
S You're welcome.

T *(Continue in this way with different combinations of fruits and numbers. Then put an apple and banana in her hand.)*

What do you have? What do you have? *(Cue: I have .....)*
S I have an apple and a banana.

Continue in this way with several combinations of fruit and numbers. You can intersperse commands like "Give me the apple" as you go. Once you've practiced this question and answer sequence, put all the fruit in front of you.

T *(Don't point)* What color is an apple? *(Cue: It's ......)*
S It's red.
T What color is a banana?
S It's yellow.

Continue in this way with all the fruit. Once she understands this question and answer, you can use it throughout teaching the various fruits and vegetables in order to see if she really understands. If she says, for instance, that an orange is red, she may not really know her colors or her fruit. In any case, you will be able to tell. Using colors is a good way to review.

TIME: 20 minutes

ESTIMATED TIME: 20 mins.

VISUAL AIDS:

Real fruit or plastic fruit

Objective: Student will be able to describe foods she likes or dislikes

Teaching Box

Do you like apples?	Yes, I like apples. Apples are sweet.
Do you like grapefruit?	No, I don't like grapefruit. Grapefruit is sour.
What do you like?	I like apples.
	I don't like avocados.

Review all the fruits.

This lesson is especially good to teach if you have brought some of the fruits in for your student to taste. Do this lesson while she is tasting and follow-up later by doing the lesson again as a review and reinforcement.

Southeast Asians generally love fruit, but most don't seem to be familiar with or like avocados, so it is a good one to use for the negative.

T *(Put an apple and a grapefruit in front of you. Pick up the apple and smile. Say "umm" and indicate through acting that you like it very much.)*

Listen: I like apples.
I like apples.
I like apples.
Apples are sweet.
(Note: To get across the concept of sweet, have her taste some sugar while you repeat "sweet" several times.)

Now pick up the grapefruit and make various faces to indicate that you don't like it. Don't get too disgusting or she'll think there is something wrong with the grapefruit.

Listen: I don't like grapefruit.
I don't like grapefruit.
Grapefruit is sour. Sour. It's sour.
(Note: You can use a lemon to also illustrate sour.)

Listen: Do you like apples? Do you like apples? *(Cue: Yes? No?)*
S Yes
T Yes, I do.
S Yes, I do.

T *(Point to the apple.)* It's sweet.
S It's sweet.
T Sweet.
S Sweet.
T Do you like grapefruit? *(Cue: Yes? No?)*
S Yes
T Yes, I do.
S Yes, I do.

T *(Point to grapefruit)* Is it sweet?
S No
T It's sour. Sour. It's sour.
S It's sour.
T *(Point to apple)*
S It's sweet.
T *(Point to grapefruit)*
S It's sour.
Continue asking about which fruits she likes with all the fruits you have available. Then put all the fruit in front of her.

T What do you like? *(Point to all the fruit.)*
What do you like?

I like apples.
(Point to her) What do you like?
S I like apples, oranges, lemons.

T *(Hold up an avocado. Make sure she's tasted one beforehand.)*
Do you like avocados?
S No
T No, I don't
S No, I don't

T I don't like avocados.
S I don't like avocados.

T What do you like?
S I like apples.
T *(Point to avocados and Cue: I don't...)*
S I don't like avocados.

Reverse:

T Ask me. *(Cue: What do you like?)*
S What do you like?
T Again.
S What do you like?
T I like apples, pears, peaches, oranges, and bananas.
I don't like lemons.
What do you like?
S I like apples, oranges, pears, bananas, grapefruit. I don't like avocados.

TIME: 20 minutes

LESSON 9-C page 139

ESTIMATED TIME: 20 mins.

VISUAL AIDS:

Plastic vegetables or pictures

Objective: Student will be able to identify and respond to questions about vegetables.

Teaching Box

What is this/that?	It's a/an carrot. onion tomato eggplant mushroom potato It's corn celery
Is this a ________?	Yes/No
What do you have?	I have 2 carrots, some corn, etc.
What are they?	They are ____________
Are they _________?	Yes/No
What color is a ______?	It's ________________
Do you like __________?	Yes/No

Using real or plastic vegetables or pictures from the Student Book, page 45, introduce vegetables as you did the fruit. You don't need to ask all the questions in the Teaching Box in one day. Since you will be reviewing fruit and vegetables for some time to come, you can spread out these questions until she can respond and ask them herself easily. Then you can include all the questions in a single day's lesson.

She should be familiar with all the vegetables in this lesson, although corn is not a common food in Southeast Asia. If you look in her kitchen you will probably not find a potato. Asians eat rice the way Americans eat potatoes. For more information on Southeast Asian foods, see Cultural Notes in the Appendix.

You are getting to the point now where she knows a lot of vocabulary and should have the tools to do a lot of the speaking. Encourage her to try new foods and indicate whether they are sweet, sour, good, or bad.

Review as often as you can.

TIME: 20 minutes

LESSON 9-C page 140 ESTIMATED TIME: 20 mins.

VISUAL AIDS:

Plastic vegetables or pictures

Objective: Student will be able to identify and respond to questions about vegetables.

Teaching Box

What is this/that?	It's a/an green pepper green onion cabbage cucumber hot pepper
	It's lettuce garlic
	They're sprouts
Is this a ________?	Yes/No
What do you have?	I have 3 green peppers, some lettuce, some garlic, etc.
What are they?	They are ________.
Are they _______?	Yes/No
What color is _______?	It's ________.
Do you like ________?	Yes/No

Continue reviewing previously learned vegetables and introduce new vegetables as you did the fruit. Be careful when you deal with count and non-count nouns. (Count nouns are things you can count: 1 potato, 2 potatoes, etc. Non-count nouns are things you don't add an "s" to: 1 lettuce, 2 heads of lettuce, etc., not 2 lettuces.)

You might be surprised after you've taught fruit and vegetables that when you show her a picture from a magazine or even when you bring her an item she seemed to learn very well, she can't tell you what it is. That's why it's always a good idea to use several means to communicate vocabulary items from the real items to pictures to toys. The more the better.

TIME: 20 minutes.

ESTIMATED TIME: ???

VISUAL AIDS:

See Teaching Box

Objective: Student will be able to demonstrate the meaning of need by responding to questions.

Teaching Box

I want to make a cake.

What do you need?

I need ________.

a pan
a bowl
a spoon
a cup
a cake mix
eggs
water

Do you need ______? Yes/No.

What else?

Before you start to make the cake in the kitchen, teach her the vocabulary she will need to make the cake. It isn't that important that she know them well now, but she should be able to recognize them when she hears them. It's a good idea to teach these items ahead of time -- perhaps a day before you actually make the cake. Teach them the same as you would any new vocabulary item by holding each one up and eliciting "What" questions. Once she is familiar with each item, proceed with the lesson.

T Listen: I want to make a cake. *(Hold up a picture of a cake -- you can use the picture in the Student Book, page 5? .)*

Gather the materials on a table along with the picture of the cake and repeat.

T I want to make a cake. I want to make a cake.
(Point to repeat.) I want to make a cake.
S I want to make a cake.
T Again.
S I want to make a cake.
T Listen: What do you need? Need? What do you need?
(Pick up each item as you say.) I need a pan, I need a bowl, a spoon, etc.

You are trying to get across the idea of "need" so repeat the word several times in the context above. Throw in something that is unnecessary in making a cake, such as a skillet. Ask "Do I need this? For a cake? This? For a cake? No -- not for a cake."

T What do you need? What do you need?
(Point to repeat) What do you need?
S What do you need?
T Again.
S What do you need?
T You need a pan, a spoon, water, a cup, etc.

Reverse

T Do you want to make a cake? Make a cake? *(Cue: Yes)*
S Yes
T OK. What do you need? *(Cue: I need .... point to items.)*
S I need a pan.
T What else?
(She won't know what this expression means, but just point to another item and each time she tells you what she needs, repeat this expression.)

S I need a bowl.
T What else? *(Point)*
S I need a spoon.

T *(Continue practicing "I need ..." with each item several times.)*

Now you are ready to begin making the cake. You can show her the steps and have her help you by asking her to give you the items you need.

T I need a bowl.
Please, give me the bowl.

You will be measuring and stirring the ingredients, but don't expect her to understand everything you say. You can talk to her but mostly you will be showing. It's a good idea to make two cakes so that she can copy what you do. Remember that your objective is to teach "need". Get her to use that word as much as possible.

Once you've made the cake or cakes, see if you can get her to teach you to make one of her ethnic dishes by saying "I want to make Laotian food." This way you can ask what is needed and she will have to tell you.

When you are reviewing, continue to ask "What do you need?" for a cake, then expand that later for a salad, a cup of coffee, soup or anything she is familiar with when it comes to cooking.

TIME: 1-2 days ???????

LESSON 9-E page 143

ESTIMATED TIME: 10-20 mins.

VISUAL AIDS:

Pictures

Objective: Student will be able to identify and respond to questions about meat

Teaching Box

What is this/that?	It's meat
	chicken
	fish
	hamburger
	hot dog
	bacon
	ham
	pork
	beef
	shrimp
Are you hungry?	Yes/No
Do you like ________?	Yes/No
Are they ________?	Yes/No
What are they?	They are hamburgers.
It's salty (ham, pork)	

Review previous foods taught.
Introduce meats using pictures. You can use the pictures in the Student Book, page 47.

It is difficult to introduce the vocabulary in this lesson using real meat. You might consider taking her food shopping with you and going through the meat department once you've taught her the vocabulary. Raw meat and the finished dish are quite different. Asians from villages are unused to packaging and may not recognize familiar meats in the store.

Steaks and roasts are not included in this lesson because (1) they are expensive and (2) most Asians don't eat them as often, if ever. Beef, pork, poulty and fish are the most important meats to your student.

TIME: 10-20 minutes

LESSON 9-F page 144 ESTIMATED TIME: 20 mins.

VISUAL AIDS:

Instant coffee
frozen juice
cream/sugar
milk

Objective: Student will be able to identify and respond to questions about vari drinks

Teaching Box

What is this/that?	It's a (glass of) milk water juice (cup of) coffee tea
	It's a coke beer/wine
Are you thirsty?	Yes/No
What do you want?	I want ________ Nothing, thank you.
Do you want ________?	Yes/No
Do you like ________?	Yes/No
What color is milk?	It's white

Review previous foods taught.
Use as many of the real items as you can to introduce the vocabulary in this lesson.

The words "want" "need" and "like" are confusing since they are all in the same grammatical structure. Students must hear one word to be able to respond correctly. Emphasize the word "wa when you ask the questions in the Teaching Box. Mix up your questions once you think she can hear the differences so she will not fall into a pattern. With enough practice, she will begin to hear the differences.

Set up situations where you can teach her some polite responses. You can check her comprehension of the word "want" in the following activity:

T Do you want a glass of water?
S Yes *(Cue her to say "yes, please")*
T OK *(get up and get her a glass of water. If she really wanted a glass of water, she will not act surprised. If she didn't, she will giggle and act embarrassed, but she will probably drink the water to be polite... Then ask her again.)*
T Do you want a glass of milk?
S No *(Cue her to say "no, thank you")*
T What do you want? water?
S No, thank you.
T Beer?
S No, thank you.
T Coke?
S No, thank you.
T *(Cue: nothing, thank you)*
S Nothing, thank you.

Do this little routine everyday. She is used to hearing "Do you like..." and gets the meaning of the two questions mixed up.

As a supplement to this lesson, show her how to make coffee, frozen juices, hot chocolate, and how to use a tea bag. Remember, Southeast Asians like sweet drinks so don't be surprised if she adds a lot of sugar.

Many prefer condensed milk to whole milk because it's sweeter. You will also find that most wom do not like alcoholic beverages, which gives you a good opportunity to practice "I don't like ..." with her.

TIME: 20 minutes

LESSON 9-G page 145

ESTIMATED TIME: 10-20 mins

VISUAL AIDS:

See vocabulary items belov

Objective: Student will be able to identify and respond to questions about miscellaneous kinds of food.

Teaching Box

What's this/that?	It's rice an egg oil fish sauce ginger sugar salt pepper bread butter soup salad
I want to make a salad. What do I need?	You need lettuce, tomatoes, etc.
Do you like _______?	Yes/No
What color is ______?	It's __________

Fish sauce is probably a food you've never heard of before. If your student is Southeast Asian, she will have a bottle in her house somewhere. Translated, it's called Nom-pa (Laos) Namp-la (Thailand) Touk-tri (Cambodia) and Nouk-mam (Vietnam). It is not available in the regular supermarkets but you can find it in most Asian stores. It's made from fish and is very salty. Asians use it on rice and in several dishes -- much in the way we salt foods. If you like the taste of salty fish, you'll like fish sauce.

Fresh ginger is used a lot by ethnic Chinese. Be sure you get the fresh rather than the canned ground kind -- she won't understand ginger in a can.

Another item you'll find on her shelf is MSG. It's not considered healthy so it's not included in this lesson. You can go through her cupboards and teach her the names of the items she has on hand.

See the pictures in the Student Book, page 49.

TIME: 10-20 minutes

LESSON 9-H page 146 ESTIMATED TIME: 15 min.

VISUAL AIDS: Pictures

Objective: Student will be able to ask go to the store

Teaching Box

Sponsor:	Hi, how are you?	(1)
Woman:	Fine, thank you. And you?	(1)
Sponsor:	I'm fine.	(2)
Woman:	I want to go to the store.	(2)
Sponsor:	What do you need?	(3)
Woman:	I need eggs and rice.	(3)
Sponsor:	Okay, let's go.	(4)

This will be your first experience with a dialogue. Follow the lesson plan and go slowly.

The dialogue in the Student Book, page 50, is divided into four pictures. Each picture is part of the dialogue. Use the pictures to show who is talking. Once she has memorized her part, act out the situations several times together.

PICTURE #1

(point to sponsor)	This is your sponsor.
(point to the woman)	This is ________________
(point to sponsor)	Hi, how are you?
(point to woman)	Fine, thank you. And you?
(point to sponsor)	Fine thanks.

If your student is having problems following the dialogue, get those toy people you used in Lesson 3 and act out the lines. Puppets are excellent to use and a lot of fun for the whole family.

Go through the dialogue for Picture #1 two or three times and then indicate to her that she is the woman and you are the sponsor. Go through the dialogue again with her. It should be easy for her since she already knows the greeting. Try and make the dialogue situation as real as possible as you're going through it.

PICTURE #2

(point to the woman)	T	I want to go to the store.
	T	I want to go to the store.
(point to repeat)	S	I want to go to the store.

Do this several times, then go back to the first picture and repeat the dialogue. Be sure to add the second picture. Each time you finish a new picture, go back to the beginning and begin again. In this way, she will have the opportunity to practice her lines over and over again.

PICTURE #3

T Listen:	*(point to the sponsor)*	OK, what do you need?
	(point to the woman)	I need eggs and rice. I need eggs and rice.
	(point to repeat)	I need

S I need
T eggs and rice
S eggs and rice
T I need
S I need
T eggs and rice
S eggs and rice
T I need eggs and rice
S I need eggs and rice

(NOTE: The lines "I need eggs and rice" can be difficult for a beginning student, especially if she is particularly slow. One way to help her say the long line is to divide it up, have her repeat, and continue to add on until she can say the entire line. Another way is to build the sentence going backwards:

T rice
S rice
T and rice
S and rice
T eggs and rice
S eggs and rice
T I need eggs and rice.
S I need eggs and rice.

If you find your student forgetting the end of sentences, this is one good way to help her remember.)

Remember to go back to Pictures #1 and #2 and add #3.

PICTURE #4

(point to the sponsor)	OK, let's go. OK, let's go.

It isn't necessary for her to say any of the sponsor's lines, but the last expression is common and useful for her to learn. Have her repeat it as you show that you want to leave. Before you take her somewhere next time, use this expression with her.

Go over the dialogue two or three times more. Remember to review your next lesson.

TIME: 10-20 minutes

You will encounter several dialogues in this book. Follow the lesson plan given above and refer to the beginning of this book under HOW TO PRACTICE NEW MATERIAL, page 17, for more information on dialogues.

LESSON 9-1 page 149 ESTIMATED TIME: 20 mins.

VISUAL AIDS:

Pictures

Objective: Student will be able to differentiate between the meals of the day.

Teaching Box

Breakfast
Lunch
Dinner

Morning
Afternoon
Evening

What time is breakfast? It's at _____.
lunch?
dinner?

Southeast Asians may not eat the same food as Americans for different meals (they generally like to eat rice in the mornings) but the meals are roughly the same time so the concept in this lesson should be easy for your student. You may have to do some acting to show her the difference between morning, afternoon and evening and the meal that is eaten at those times.

Use the picture in the Student Book, page 51 to help get the idea across.

Look at Picture #1

T What time is it?
S It's 8:00
T *(Point to the sun in the picture)*
It's morning. Morning. Morning.
S It's morning.
T It's morning.
S It's morning.

T *(Point to the table and dishes)* Breakfast. Breakfast. Breakfast.
S Breakfast
T It's breakfast
S It's breakfast.

T What time is breakfast? *(NOTE: If she doesn't seem to have the idea of a meal, act out eating something as you repeat "breakfast".)*

It's at 8:00. It's at 8:00.
S It's at 8:00
T At 8:00
S At 8:00

T *Look at Picture #2.* What time is it?
S It's 12:00
T Is it morning?
S No
T *(Point to the sun)* Afternoon. Afternoon. Afternoon.
S Afternoon
T It's afternoon.
S It's afternoon.

T *(Point to the table and dishes and act out eating)* Lunch
Lunch

S Lunch
T It's lunch
S It's lunch

T What time is lunch? *(Elicit the answer if possible)*
S It's 12:00
T At 12:00
S At 12:00

T What time is breakfast?
S At 8:00

T *Look at Picture #3.* What time is it?
S It's 6:00
T Listen. It's evening. It's evening. It's evening.
S It's evening.
T *(Point to the table and dishes)* Dinner. It's dinner. Dinner.
S It's dinner.
T Dinner.
S Dinner

T What time is dinner?
S It's at 6:00
T What time is breakfast?
S It's at 8:00
T What time is lunch?
S It's at 12:00

T *(Point to Picture #1)* Is it evening?
S No
T What is it? *(Cue: It's ...)*
S It's morning.
T Is it lunch?
S No
T What is it?
S It's breakfast.

Continue in this way asking yes/no questions to check her comprehension of the vocabulary items.

TIME: 20 minutes

VISUAL AIDS:

Pictures of food and meals

Teaching Box

What do you eat for breakfast?   I eat _____
lunch?
dinner?

Reverse

Review the meals with the picture in the Student Book, page 51.

In general, Southeast Asians eat a lot of rice -- usually for the main meal at night and for breakfast. Lunch is usually light -- a soup or noodle dish. If you are in your student's home, she can show you foods she eats and can learn the names of them if they're not included in this lesson's vocabulary.

T Listen: What do you eat for breakfast? Eat. *(show eating)*
I eat bacon and eggs.
What do you eat for breakfast?
I eat bacon and eggs.
What do you eat for breakfast?
(Cue: I eat.....)
S I eat rice.
T What do you eat?
S I eat rice.

T What do you eat for lunch?
S I eat soup.

T What do you eat for dinner?
S I eat rice.
T What else? *(She may not know this expression. Cue: I eat rice and chicken)*
S I eat rice and chicken.
T What else? *(Cue: and .....)*
S And pork.

Reverse

T What do you eat for breakfast?
(Point to repeat) What do you eat .....
S What do you eat
T for breakfast?
S for breakfast?
T What do you eat for breakfast?
S What do you eat for breakfast?
T I eat bacon and eggs.
Ask about lunch. *(Cue: What do you ....?)*
S What do you eat for lunch?
T I eat soup and bread for lunch.
S What do you eat for lunch?
T I eat potatoes, rice, meat, sometimes soup, sometimes salad.

TIME: 20 minutes

LESSON 9-K page 152 ESTIMATED TIME: 15 mins.

VISUAL AIDS:

Pictures

*Objective: Student will be able to identify different kinds of markets and differentiate between those that are expensive and those that are cheap.

Teaching Box

What's this?	It's a market. It's Safeway. 7-Eleven Food King
It's expensive It's cheap	

Use the pictures in the Student Book, page 53 to get across the idea of market and then the different names in your area. The idea of this lesson is to show her that some markets are for convenience and are expensive while others are for general shopping and are cheaper. It's a good idea to take your student to the various stores in her area and show her which is cheapest.

To get across the idea of expensive and cheap, you will need a grocery item with a price tag. For example, get a carton of milk from a 7-Eleven and one from Safeway. You can use 2 empty cartons and write the prices on each if you want. The idea is to show that the one from 7-Eleven is more expensive than the one from Safeway.

T *(Point to the 1st picture in the Student Book, page 53, and elicit a question.)*

S What is that?
T It's a market. Market, market.
S Market.
T It's a market.
S It's a market.
T *(Point to the stores on the page and repeat "market" for each) (Point to picture #1)*
This is Safeway. Name: Safeway. It's Safeway.
S Safeway.
T It's Safeway.
S It's Safeway.
T *(Point to the 7-Eleven store)* Is this a market?
S Yes
T It's 7-Eleven
S It's 7-Eleven
T Again
S It's 7-Eleven.
T *(Point to Safeway)* What's this?
S It's Safeway
T *(Point to 7-Eleven)* What's this?
S It's 7-Eleven.

Take out your grocery items with the various prices on them. Show her the price on one of the items.
T How much is this? *(Point to the price.)*
S It's 82¢
T *(Show her the other item and point to the price.)*
How much is this?
S It's $1.10.

*OPTIONAL LESSON

T *(Point to the $1.10 item)* It's expensive. Expensive.
S It's expensive.

T *(Point to the cheap item.)* It's cheap Cheap
S Cheaper.

T *(Point to each item as you say....)* expensive cheap
expensive cheap

S *(Pointing)* expensive, cheap

Use another set of items if you have them and continue in the same way. It's a good idea to have several items to demonstrate this concept.

T *(Point to the 82¢ items and say)* from Safeway
(Point to the $1.10 item) from 7-Eleven
(Continue in this way with the other items)

Safeway is cheap
7-Eleven is expensive
(Point to the pictures on page 53) *(Safeway)* Cheap
(7-Eleven) Expensive

Have her point and identify the cheap and more expensive stores.

TIME: 15 minutes

CHECKLIST

OBJECTIVES: Lessons 8 - 9

1._____Student can identify common colors (red, blue, green, yellow, orange, black, brown, white, pink)

2._____Student can identify at least 10 common fruit items.

3._____Student can identify at least 9 common vegetable items.

4._____Student can identify at least 7 common meat items.

5._____Student can identify at least 6 common drink items.

6._____Student can identify at least 10 misc. food items (See 9-G)

7._____Student can distinguish between the three meals of the day.

8._____Given two identical items with prices, the student can distinguish between the expensive and the cheaper item.

UNIT 10

FAMILY

GOAL: STUDENT WILL BE ABLE TO RESPOND TO QUESTIONS ABOUT FAMILY MEMBERS

Objective 10-A	Student will be able to identify the relationships of mother, father, son, and daughter
Objective 10-B	Student will be able to identify the relationships of husband and wife.
Objective 10-C	Student will be able to identify the relationships of brother and sister.
Objective 10-D	Student will be able to respond to questions about family member's ages.
*Objective 10-E	Student will be able to identify extended family members.

*OPTIONAL LESSON

Lesson Teaching Box

mother
father
son
daughter

husband
wife

sister
brother

What's your ________name?	His/Her name is ____.
Who is he/she?	He/She is my _______.
How old is he/she?	He/She is _________.

If at all possible, get a picture of your student's family. You can get your request across to her by showing her a picture of your family and then indicating to her that you would like to see one of hers. If you are in her home and her children and husband are around, use them for this lesson. If you have nothing, use the picture in the Student Book, page 54 . It will not be as effective an introductory tool, but it is better than nothing. You can use the picture in the book later as review.

If you have taught your student some family relationships in Lesson 2, don't skip this lesson -- it will be a good review.

Just about every refugee who has come to the United States has lost some family member. Do not be surprised if she refuses to respond to some of your questions. Although most Southeast Asians will not show their emotions, their sadness can be expressed in other ways.

ESTIMATED TIME: 20 mins.

VISUAL AIDS:

Family Pictures

Objective: Student will be able to identify the relationships of mother, father, son, and daughter.

Teaching Box

mother
father
son
daughter

How many children do you have? I have ___

How many sons do you have? I have ___
How many daughters do you have? I have ___

What's your son's name? His name is ___
What's your daughter's name? Her name is ___

Using her family picture or her family members, introduce the vocabulary in the teaching box above.

Pointing is very important in this lesson. To introduce mother, for instance, first point to her, then to her children and finally back to her as you repeat "mother". Do this with each family member, showing relationships by pointing.

T Listen: *(point to mother)* Mother
Mother
(Point to repeat) Mother

S Mother
T Again
S Mother
T I am a mother *(make her point to herself)*
S I am a mother

T Listen: *(point to the father)* He is a father. Father
He is a father.
(Point to repeat) He is a father.
S He is a father.
T Again
S He is a father.

Continue in this way with son and daughter. Make sure she uses the pronouns "he" and "she" correctly.

TIME: 10 minutes

T How many children do you have?
S I have 3 children.

T *(Point to the boys)* How many sons do you have?
S I have 2 sons
T *(Point to the girls)* How many daughters do you have?
S I have 1 daughter.

T What's your name?
S My name is _______.

T What's your *(point)* daughter's name? *(Cue: Her name is .....)*
S Her name is _______.

T What's your *(point)* son's name? *(Cue: His name is .....)*
S His name is _______.

T Listen: *(Point to girl)* Her name. Her Her name

(Point to boy) His name. His His name
(point to girl again and elicit "her" if you can)

S Her
T *(point to boy and elicit "his")*

S His

Continue this several times more.

TIME: 10-15 minutes

NOTE: *If your student is fast, reverse and teach her to ask you the questions. As these questions are quite long, they are difficult for slow students right away. Hold off till she can answer easily before you teach her to ask. In being able to ask as well as answer, you are giving her the opportunity to carry on a conversation with someone else.*

ESTIMATED TIME: 10-20 mins.

VISUAL AIDS:

Pictures

Objective: Student will be able to identify the relationships of husband and wife

Teaching Box

husband wife	
Who is he?	He is my husband son
Who is she?	She is my daughter
What's his her ____ name?	His/Her name is ____.

You have so far introduced "What" and "Where" questions and now you will be introducing "Who" questions. To many foreign students, "Wh-" questions sound alike. That's why when you review, you should mix them all up so she gets used to hearing the differences. When you introduce "Who" stick to the question in the teaching box.

Using your own family picture (if you're married) teach the following:

T Listen: *(Point to your husband)* My husband. husband.
My husband.
He is my husband.
(Point to repeat) Husband.
S Husband
T *(Point to her husband in a picture or to him if he is around)*
Husband
S *(Make her point)* My husband
T He is my husband
S He is my husband
T *(Point to her)* Wife
S *(Points to herself)* Wife
T I am a wife
S I am a wife

T Listen:
(point to your husband's picture) Who is he?
Who is he?

He is my husband.

(Point to a child in your picture)

Who is she?
Who is she?

She is my daughter.
He is my son.

T *(point to the members in her family picture)* Who is he? *(Cue: He is ....)*
S He is my husband
T Who is that?
S She is my daughter
T What is her name?
S Her name is ____________.

Continue in this way with all her family members. Reverse and have her ask you about your family picture.

TIME: 10-20 minutes

ESTIMATED TIME: 10-15 mins.

VISUAL AIDS:

Family pictures

Objective: Student will be able to identify the relationships of brother and sister.

Teaching Box

brother
sister

This lesson is difficult because you cannot relate the information directly to your student unless her brother or sister happens to be around.

There are two ways you can approach the objective: (1) Use a picture of your family that includes siblings along with your parents. By pointing teach "brother" and "sister". (2) Use the picture in the Student Book, page 54 , and do the same by pointing to and from the boy and girl. If she has her family picture, you can use that instead.

T *(point back and forth between the boy and girl)*

brother -- sister
brother -- sister

(point to repeat) brother
S brother
T sister
S sister
T brother -- sister
S brother -- sister

T *(point to mother -- daughter)* mother -- daughter
S mother -- daughter
T *(point to father -- son and elicit)*
S father -- son
T *(point to brother -- sister)*
S brother -- sister

T *(point to boy)* Is this your brother? your brother?
S No
T Who is he?
S He is my son
T *(point to girl)* Is this your sister?
S No
T Who is she?
S She is my daughter.

T How many sisters do you have? *(Cue: I have .....)*
S I have ________ sisters.

T How many brothers do you have?
S I have _____ brother.

T What is his name?
S His name is _________.

Continue asking about her sisters and brothers in this way. Reverse and have her ask you about your family -- their names, where they are, etc. Reverse only if your student is fast, otherwise, save it for the next lesson.

TIME: 10-15 minutes

ESTIMATED TIME: 5-10 mins.

VISUAL AIDS:

None

Objective: Student will be able to respond to questions about family member's age.

Teaching Box

How old is your ______? He/She

Review all family members.

Once your student is comfortable with the names of her family members, begin to ask for personal information about each.

T How old are you?

S I am _______ years old

T How old is your husband? your husband? *(Cue: He is ....)*

S He is ________ years old.

T How old is your son? *(If she has more than one son, use the picture and point to one at a time)*

S He is ________ years old.

T How old is your daughter?

S She is _______ years old.

Continue in this with all her family members.

Reverse and have her ask you.

TIME: 5-10 minutes

ESTIMATED TIME: 10-20 mins.

VISUAL AIDS:

Photos or pictures

*Objective: Student will be able to identify extended family members.

Teaching Box

Who is she? he ?	She/He is an aunt an uncle a cousin a grandmother a grandfather

Family relationships can be very confusing, but since the extended family is so important in Southeast Asian societies, the information in the teacher's box will be of special interest to your student.

This is a difficult lesson for the slower student. If it is possible to obtain a picture of her extended family, this works best to teach the relationships. Show her a picture of your family and this may stimulate her to find one of hers. If no pictures are available, use the one in the Studen t Book, page 55.

Begin this lesson by reviewing her immediate family members. Just as you taught family members originally, use your finger to point to the relationships. The picture in the Student Book is very simple and teaches aunt and uncle through the children's relationships rather than the parents'. If you want to extend the relationships, draw your own picture or add to the one in the Student Book. You can also cut out heads of people and children from magazines and create your own family tree.

TIME: 10-20 minutes

*OPTIONAL LESSON

UNIT 11

HEALTH

GOAL: STUDENT WILL BE ABLE TO IDENTIFY COMMON AILMENTS AND RESPOND TO QUESTIONS ABOUT HER AND HER FAMILY'S HEALTH

Objective 11-A	Student will be able to identify parts of the body
Objective 11-B	Student will be able to identify and respond to questions about common "aches"
Objective 11-C	Student will be able to respond to questions about her family's illnesses
Objective 11-D	Student will be able to identify and respond to questions about common illnesses
Objective 11-E	Student will be able to read a thermometer
Objective 11-F	Student will be able to tell what hurts
Objective 11-G	Student will be able to respond to questions about common injuries
Objective 11-H	Student will be able to identify common medicines and indicate what they are used for
Objective 11-I	Student will be able to act out a dialogue about going to the doctor
Objective 11-J	Student will be able to act out a dialogue about going to the drugstore
*Objective 11-K	Student will be able to administer proper dosages
*Objective 11-L	Student will be able to respond to questions about taking her baby to the doctor for periodic check-ups

*OPTIONAL LESSONS

Lesson Teaching Box

Body parts

head
eyes
ears
nose
teeth
throat
neck
back
chest
arm
finger
leg
ankle
foot
toe
hand
breast
stomach

What's the matter? What's wrong?	I have a headache stomachache toothache earache backache
	I have (a) cold fever cough cramps diarrhea measles
	My throat hurts foot finger etc.
	I burned my _____ I cut my ________ I'm bleeding I'm dizzy
Do you have a ------ache?	Yes/No
Does your ________ hurt?	Yes/No
Does this hurt?	Yes/No
What's this for?	It's for (a) ______
Is this for (a) ________?	Yes/No

Dialogue: "I want to go to the doctor"
"At the druggist"

Medicine: Pills, aspirin, bandaid, thermometer, cough medicine

*Dosages: take 3 times a day, once a day, before meals, after meals

*Well-child care

Your student should have had some experience with doctors by now. It is impossible to give her enough language to deal with appointments and medical physicals on her own. In all likelihood, she will need an interpreter for quite some time. What you can do is give her enough English to communicate some common ailments to her sponsor and show her how to help herself and her family by being able to take temperatures, distribute the correct dosage of medicine and care for minor injuries.

As you teach the various ailments, you will want to show her available remedies and where she can purchase them. It's a good idea to take her to a drugstore and have her ask for help. This may be very difficult as she will be very reluctant to expose herself to an uncertain language situations. Go with her the first time and then make her go in by herself. You must be the judge as to whether she is ready for this step.

Because of the importance of health to the refugees, teachers have a tendancy to want to teach everything about health. With the language tools she has at this point, it simply isn't feasible to go into health in depth. Modern medicine and medical practices are often too complex for many of the women to comprehend, even in their own language. Your objectives for this lesson remain language oriented. Keep your information simple and concentrate on giving her the language tools to communicate her health needs.

*OPTIONAL LESSONS

VISUAL AIDS:

Your body

Objective: Student will be able to identify parts of the body.

Teaching Box

What is this?	It's (my, a) head nose tooth neck back throat stomach toe chest breast arm hand finger leg ankle foot
What are they?	They are (my) eyes ears teeth
Is this a ________?	Yes/No
Are they ________?	Yes/No

Commands: Show me your ________ (points only)
Where is your ______ (points only)

Introduce each part of the body by pointing and eliciting a "What" question as you've done with other vocabulary items. Since there are quite a few vocabulary items, don't attempt to do all of them unless your student seems to know many of them already and can handle the entire vocabulary.

Body parts can be fun as a rapid review. Use the commands and the questions "Where's your ________" and get her to respond by pointing. Do this each day you teach her till she learns all the body parts and have her assume the role of the teacher and command you or her children.

TIME: 1 day to 2, 3, 4 ?? days

LESSON 11-B page 166 ESTIMATED TIME: 10-20 mins.

VISUAL AIDS:

Pictures of aches

Objective: Student will be able to identify and respond to questions about common "aches"

Teaching Box

I am sick

What's the matter? I have a headache
stomachache
toothache
backache
earache

T *(Act as though you are very sick)*

I'm sick. Oh! I'm sick!
(point to repeat) I'm sick!

S I'm sick
T Again
S I'm sick

T Listen: What's the matter?
What's the matter?

Oh, I'm sick

(point to repeat) What's the matter?

S What's the matter?
T Again
S What's the matter?

T Oh, I'm sick
(hold your head and moan a lot)
I have a headache. headache. I have a headache.
(point to repeat) I have a headache.

S I have a headache.
T headache
S headache

T Ask me. *(What's the matter?)*
S What's the matter?
T *(Hold your stomach and moan again)*
I have a stomachache. stomachache. I have a stomachache.
(point to repeat) I have ......
S I have a stomachache.

Continue with the remaining illnesses in this way, having her ask you what's the matter and then reversing and having you ask her as you point to each part of the body that is aching.

You can use the pictures in the Student Book, page 56.

TIME: 10-20 minutes

VISUAL AIDS:

Pictures

Objective: Student will be able to respond to questions about her family's illnesses.

Teaching Box

How is your family?	My baby is sick. son daughter husband
What's the matter? What's wrong?	He/She has a _____.

Review all illnesses learned so far.

To introduce "He/She has .....", use the same pictures of illnesses you've already introduced, Student Book, page 56.

(Page 56) *Look at number 1*
He or she?

S He/She

T Listen: He/She has an earache.
He/She has
He/She has an earache.
(*Point to repeat*) He/She has an earache.
S He/She has an earache.
T Look at picture number 1. What's the matter?
S He/She has an earache.
(NOTE: *She will have a tendancy to say "He have ...." Make sure you correct her.*)

T Do you have an earache?
S No
T Look at number 2. What's wrong? (NOTE: *Wait and elicit the answer.*)
S He/She has a headache.

Continue with all the pictures on page 56 in this way. This will also be a good review of the illnesses. Continue to go back periodically to the following questions: "Do *you* *have a* _______*?" and "Are* *you* *sick?"*

TIME: 10-15 minutes

VISUAL AIDS:

Pictures

You can use the family pictures in the Student Book, page 54 to practice this lesson or you can use her family members if they are present. You will need to use a lot of acting for your cues.

T How are you?
S Fine, thank you.
T Listen: How is your baby? *[Point to the picture of the baby]*
How is your baby?

Oh, my baby is sick!
My baby is sick.
[Point to repeat.] My baby ....
S My baby is sick.
T Again
S My baby is sick.
T Oh, I'm sorry. *[Point to the husband]* How is your husband?
[Act as though you have a cold and point to the husband's picture]
S He is sick.
T What's the matter?
S He has a cold.

Continue pointing to each family member and acting out different illnesses she has learned. You can use the other pictures on pages 56, 57 as cues rather than acting if you want. The idea is to give her practice with her family member's and illnesses. The concept is easy enough to get across, but she will need to practice.

TIME: 15 minutes

LESSON II-D page 169 ESTIMATED TIME: 15-20 mins.

VISUAL AIDS:

Pictures

Objective: Student will be able to identify and respond to questions about common illnesses.

Teaching Box

Are you sick?	Yes/No
What's the matter?	I have (a) cold cough fever diahhrea measles the flu
Oh, I'm sorry.	

Use the pictures in the Student Book, page 56 to review illness. You can also review body parts.

You will want to act out most of the illnesses in the teaching box, but for others, use the pictures in the Student Book, page 57.

T Are you sick? Sick?
S No
T Ask me. (*Cue: Are you .....?*)
S Are you sick?
T Yes, I am. Ask me. (*Cue: What's ......?*)
S What's the matter?
T I have a cold. (*Sneeze, cough, indicate you have a fever, etc.*)
I have a cold. Cold.
(*Point to repeat.*) (*I have .....*)
S I have a cold.
T Again.
S I have a cold.
T Oh, I'm sorry. I'm sorry.
Listen: I have a cough (*cough*)
a cough
I have a cough
(*Point to repeat*) I have
S I have a cough.
T Again
S I have a cough.
T Oh, I'm sorry.

Continue with the remaining illnesses in this way. To make sure your theatrics have been successful, get her to show you cough, cold, etc. with her acting.

TIME: 15-20 minutes

VISUAL AIDS:

Thermometer

Objective: Student will be able to read a thermometer.

Teaching Box

What's this?	It's a thermometer.
Is this for a headache?	No.
What's this for?	It's for fever.
What's the temperature?	It's ________ normal

Your Student Book, page 58 , has a picture of a thermometer. You can use the picture to teach your student how to read a thermometer by using a long strip of colored paper which you can move along the numbers to a desired temperature. Another good visual aid that you can make is a cardboard thermometer. Get a piece of cardboard -- the back of a writing tablet is good -- draw two dark lines fairly far apart and with a dark pen, put the lines and numbers for a thermometer. Then get a piece of wide elastic. Cut two slits in both ends of your cardboard wide enough for the elastic to fit through and insert. Sew the ends together in the back and make sure the elastic can slide through the slits easily. Then take a red or black pen and color part of the elastic making a distinct vertical line between the color and the white. The elastic will serve as your mercury and can be moved back and forth to the desired temperature by moving the elastic. This aid is not only cheap and easy to make, but much better in teaching temperatures.

Once you've practiced temperatures, be sure and get her to read real thermometers. Many refugee women have never used one before and it will be difficult for her initially. You will also want to show her how to use the thermometer in the mouth, and for her baby, in the rectum. You will want a doll for this demonstration.

T (*Hold up a thermometer*)
S What's that?
T It's a thermometer. Thermometer. It's a thermometer.
S Thermometer.
T Again
S Thermometer.

At this time, show her how to clean the thermometer properly -- use soap and warm water or alcohol -- and put it in your mouth. She has probably had some experience with a thermometer from check-ups, so this will help her become familiar with its use.

T Listen: What's this for? For. What's this for?
It's for fever. For fever. It's for fever.
(*Point to repeat*) It's for fever.
S It's for fever.
T Again.
S It's for fever.
T Is this for diarrhea?
S No
T For stomachache?
S No
T For backache?
S No
T What's this for?
S For fever.

Use the picture of the thermometer in the Student Book, page 58 to show her the degrees as this is clearer than the real thermometer. You can show her that the numbers are the same in the picture and on the thermometer.
(*Point to the numbers.*) Temperature. Temperature. Temperature.
S Temperature
T Again
S Temperature
T (*Point to the 96.*) What's this?
S 96
T This?
S 98

Go through all the numbers in order and then randomly so you know she can read them. Show her that in between are the odd numbers 99, 101, 103, etc.

T *(Begin at 97°)* Listen: What's the temperature?
What's the temperature?
It's 97. It's 97.
97 is okay. No fever.
(Point to 97) What's the temperature?
S It's 97

Use your colored strip of paper or your cardboard thermometer and move the temperature to 98.

T What's the temperature?
S 98
T 98 is good. No fever.
(Move to 99) What's the temperature?
S 99
T 99 is ok. No fever.
T *(Move to 100)* What's the temperature?
S 100
T 100 is fever. You are sick.
(Move to 102) What's the temperature?
S 102
T Are you sick?
S Yes
T Is this fever?
S Yes
T You are sick. Go to bed.
(Move to 103) What's the temperature?
S It's 103
T Is this a fever?
S Yes
T You are very sick. Call the doctor.
(Move to 105) What's the temperature?
S 105
T Are you very sick?
S Yes
T Go to the hospital. You are very sick.

At this point, you can draw little pictures in her book to show her when she should call the doctor or go to the hospital. You can draw a little bed at lower end of the fever stage. This will help her remember which temperatures are the worst.

T *(Go back to the arrow on the thermometer)* What's the temperature?
S It's 98
T Is this fever?
S No
T Listen: *(Point to arrow)* Normal. It's normal. The same as ok. Good.
(Point to repeat) Normal.
S Normal.
T Again
S Normal

Randomly change the temperature and practice reading.

TIME: 15-20 minutes

When you review this lesson, have her clean the thermometer properly and put it into her mouth under her tongue. Show her she must wait 3 minutes before she removes it. Help her read the temperature and ask her the questions from the lesson.

You can demonstrate how she can take her baby's temperature by inserting a rectal thermometer. Use a doll for this and once again stress the importance of cleanliness. She will need a lot of practice reading thermometers. You can use a glass of warm water to get different temperatures.

VISUAL AIDS:

Pictures

Objective: Student will be able to tell what hurts.

Teaching Box

How do you feel?	Fine Not good I'm sick
What's the matter?	My throat hurts arm back finger etc.
Does this hurt?	Yes/No
Does your ______ hurt?	Yes/No

Review body parts before you begin this lesson.

T Listen: How are you? How do you feel? The same. Same.
How do you feel?
Fine
How do you feel?
Fine.
(To student) How do you feel?
S Fine

T *(Show a picture of a headache.)*
How do you feel? *(Moan and groan and hold your head.)*
Not good. I'm sick. Oh, I'm sick.
I have a headache.

(Show a picture of a stomachache.)
(Point to her) How do you feel? *(Cue: I'm ....)*
S I'm sick.
T What's wrong?
S I have a stomachache.
T Oh, I'm sorry.
(Point to your throat) What's this?
S It's a throat.
T *(Act as though you have a sore throat)* Oh, I'm sick. Ask me: What's ...?
S What's the matter?
T My throat hurts. My throat hurts.
(Point to repeat) My throat hurts.
S My throat hurts.
T Again
S My throat hurts.

Point to each part of the body and continue in this way. Make sure your acting is convincing.

TIME: 15-20 minutes

T *(Show her a picture of a cold)* How do you feel? *(Indicate that she has a cold)*
S I'm sick.
T What's wrong?
S I have a cold.
T Listen: Does your head hurt? *(Nod yes)*
S Yes
T Does your throat hurt?
S Yes
T Does your nose hurt?
S Yes

I Does your finger hurt?
S No *(If she answers yes, you know she doesn't understand the question. Go back and point to her head and say "it hurts" as you point to the cold picture. Do the same with nose, throat, and maybe the back.)*

Alternate with questions "Does this hurt?" Use the other illness pictures and continue with the questions. You are trying to show her that different illnesses sometimes have more than one symptom.

TIME: 10-15 minutes

ESTIMATED TIME: 15-20 mins.

VISUAL AIDS:

Pictures

Objective: Student will be able to respond to questions about common injuries.

Teaching Box

What's the matter?	I burned my ________.
What's wrong?	I cut my __________. I'm bleeding. I'm dizzy.
Do you need a doctor?	No

Continue to review previously learned illnesses with the pictures in the Student Book.

Using the pictures on page 60, introduce the above ailments as you have done previously.

You will want to show her that for many of these illnesses, she needn't call a doctor, but for others, she should at least tell her sponsor. You can also show her some basic first aid for cuts and burns.

Some Southeast Asians have their own form of medicine that may appear strange to Westerners. Though you will want to show her the advantages of modern medicine, do not discount her own remedies.

TIME: 15-20 minutes

ESTIMATED TIME: 15-20 mins.

VISUAL AIDS:

Medicine Bottles
Pictures

Objective: Student will be able to identify various kinds of medicine and indicate what they're used for.

Teaching Box

What's this?	It's medicine. a pill aspirin baby aspirin cough medicine a bandaid iodine
What's this for?	It's for a headache (aspirin) a toothache a fever a cold an earache a backache the flu
	It's for a cough (cough medicine)
	It's for a cut (bandaid)

Get a sample of each of the medicines in the Teaching Box. Try and get a sample of both baby and adult aspirins if your student has children.

Place all the medicines on the table and teach the vocabulary for each.

It's a good idea to find out where your student keeps the family medicine. For safety purposes, she should put all medicines high on a shelf or in the medicine cabinet. Some students do not even know that there is a cabinet behind the mirror in their bathrooms.

Follow the plan below once you've introduced all the vocabulary:

T *(Hold up aspirin)* What's this?
S It's aspirin
T Listen: What's this for? for?
What's this for?
It's for headache
It's for headache
S It's for headache
T What's this for?
S It's for headache

Continue in this way for each of the medicines. If it helps, use the pictures of the various illnesses and place the appropriate medicine next to it's illness. Use the pictures in the Student Book, page 61.

TIME: 15-20 minutes

ESTIMATED TIME: 10 mins.

VISUAL AIDS:

Picture

Objective: Student will be able to act out a dialogue about going to the doctor.

Teaching Box

SPONSOR:	Hi, Noi	(1)
NOI:	Hi. I want to go to the doctor.	(1)
SPONSOR:	What's the matter?	(2)
NOI:	I think I'm pregnant.	(2)
SPONSOR:	How do you feel?	(3)
NOI:	Not good. I have a stomachache.	(3)
SPONSOR:	OK. I'll call the doctor.	(4)
NOI:	Thank you.	(4)

Using the pictures in the Student Book, page 62 , go through this dialogue as you've done previously. If you need to review the methodology for dialogues, refer to Lesson 9-H.

TIME: 10 minutes

VISUAL AIDS:

Picture

Objective: Student will be able to act out a dialogue about going to the drugstore.

Teaching Box

DRUGGIST:	May I help you?	(1)
NOI:	Yes. I need aspirin for my baby.	(1)
DRUGGIST:	How old is your baby?	(2)
NOI:	She is 1 year old.	(2)
DRUGGIST:	What's the matter?	(3)
NOI:	She has a fever.	(3)
DRUGGIST:	OK. Give her 2 of these.	(4)
NOI:	Thank you.	(4)

Using the pictures in the Student Book, page 63, go through this dialogue as you've done previously.

TIME: 10 minutes

ESTIMATED TIME: 10-20 mins.

VISUAL AIDS:

Pills

*Objective: Student will be able to administer proper dosages.

Teaching Box

Take 1 pill	once a day
2 pills	twice
	3 times
	4 times
	before meals
	after meals

Before you begin, review pill or tablet with your student.

Use the chart in the Student Book, page 64 to teach this lesson. Although reading is not required, she will have a hard time following the chart. This may be the first time she has ever seen a chart, so go very slowly. Make sure that everything in the chart is very clear.

The four clocks on the chart represent 1 day. The left side shows the morning time and the right side the evening time. As you're teaching "once a day, twice a day, etc." make sure she follows along with her finger. You can test her by asking or commanding: "Show me twice a day."

The picture on page 65 shows the idea of taking a pill before eating and after eating. Use this in conjunction with the chart.

This is an optional lesson for two reasons: The concept is very difficult to learn; and since this information is usually so important, it is generally translated at the time it is given. Nonetheless, it's not a bad idea to teach your student dosages for the future when translators may or may not be available.

TIME: 10-20 minutes

*OPTIONAL LESSON

LESSON II-L page 179 ESTIMATED TIME: 20 mins.

VISUAL AIDS:

Doll

*Objective: Student will be able to respond to questions about taking her baby to the doctor for periodic check-ups.

Teaching Box

Commands:

Go to the doctor.
Your baby needs a check-up.

When?
birth
6 weeks
4-4½ months
9 months
15 months
24 months
3½ years
5 years

The idea of well-child care is totally foreign to your student. If she has a new baby, she will not take him to the doctor's unless he is sick. Her sponsor should be aware of the baby's needs, but it will help if you can prepare her with this optional lesson.

Women understand shots and will not necessarily be frightened when their babies are innoculated. It isn't necessary to go into great detail as to why they have to take the baby in, but that it is important and should be done. To help her remember when she should go, you can use the chart in the Student Book, page 66.

To get across the idea of check-up, act out a situation in the doctor's office using a child's doll as your patient. The doctor normally listens to the baby's heart and chest, checks ears, eyes and throat, feels the tummy and measures and weighs the baby in the early months. Sometimes he takes blood and usually the nurse administers the innoculations. You can show most of this with a doll. Don't feel silly, especially if she understands when you're finished.

The pictures in the Student Book, page 66, may also help.

TIME: 20 minutes

*OPTIONAL LESSON

UNIT 12

BUS

GOAL: STUDENT WILL BE ABLE TO TAKE A BUS

Objective 12-A	Student will be able to identify bus-related vocabulary
Objective 12-B	Student will be able to act out a dialogue about taking a bus
*Objective 12-C	Student will be able to ask specific directions when taking a bus

* OPTIONAL LESSON

Lesson Teaching Box

What's that?	It's a bus bus stop corner bus number
Who is he?	He is a bus driver
Where is the bus stop?	On the corner On _____ street
Dialogue: Taking the bus	

Taking a bus regularly is not hard for your student once you show her how, but going someplace new or asking for directions is very difficult. Your student cannot read schedules nor ask about streets and places. She is probably not familiar with the area and there aren't many places she really wants to go to anyway. This lesson is intended to only teach her how to use the bus once her sponsor or you have shown her a specific bus and route to take to the store, school, etc. With the level of English she now has, she will not want to ask about getting to new locations. It will be hard enough for her to take a bus on her own. So, unless your student is particularly fast, don't try teaching her a lot of bus dialogues and complicated directions now.

Take her on a bus with you. Show her the following:

(1) Which doors are for getting off and on

(2) Where to put the money -- she must have exact change (show her different combinations of coins for the exact fare)

(3) How to get off (pulling the cord before her stops comes up)

(4) How to ask for a transfer and what to do with it later

VISUAL AIDS:

Pictures

Objective: Student will be able to identify bus-related vocabulary

Teaching Box

What's that?	It's a bus bus stop bus number corner street
Who is he?	He's a bus driver
Where is the bus stop?	On the corner On _____ street

Use the picture in the Student Book, page 67, to familiarize her with some basic vocabulary. The bus stops in your area may look different from the picture. Take her for a walk and show her what the bus stops look like. You can also point out that small streets don't have buses while the bigger streets usually do.

TIME: 10-15 minutes

VISUAL AIDS:

Pictures

Objective: Student will be able to act out a dialogue about taking a bus.

Teaching Box

NOI:	Is this bus number 28?	(1)
BUS DRIVER:	Yes, mam.	(1)
NOI:	How much, please?	(2)
BUS DRIVER:	50¢, mam.	(2)
NOI:	I need a transfer.	(3)
BUS DRIVER:	OK. Here you are.	(3)
NOI:	Thank you.	(4)
BUS DRIVER:	You're welcome.	(4)

Using the pictures in the Student Book, page 68, go through this dialogue as you've done the others.

The problem with dialogues is that when you try to use them in a real-life situation, the "other" person never says exactly what he's supposed to say. You must teach your student how to deal with such a situation when it arises. As you are going through the dialogue with her, change around some of your lines just a little each time. If she doesn't understand, help her to ask for clarification with the following phrases:

I'm sorry. Please, slower please.

I don't understand. Again, please.

Teach the underlined vocabulary words prior to beginning this dialogue.

If your student takes the bus frequently, there may be other vocabulary and dialogues you will wish to teach her, such as "I want an all-day pass, please." Adjust the dialogue above to meet your student's individual needs.

TIME: 10-15 minutes

VISUAL AIDS:

Pictures

*Objective: Student will be able to ask specific directions when taking a bus.

Teaching Box

NOI:	I want to go to "M" Street. Do you go?
BUS DRIVER:	No, mam. You need to take bus #43.
NOI:	Where is it?
BUS DRIVER:	Over there, on the corner.
NOI:	OK, thank you.
BUS DRIVER:	You're welcome.

This is an optional lesson because (1) it's a lot of dialogue to remember and (2) most women at this stage of their English will not be confident enough to venture out and take a bus without specific direction from their sponsor, teacher or family member.

If your student is fast, go ahead and teach her this dialogue. Act it out as you've done previously.

TIME: 10-15 minutes

* OPTIONAL LESSON

CHECKLIST

OBJECTIVES: Lessons 10 - 11 - 12

1._____Student can identify the immediate members of a family (mother, father, son, daughter, sister, brother, wife and husband)

2._____Student can identify at least 15 body parts.

3._____Student can identify common illnesses.

4._____Student can identify common medicines and what they're used for.

5._____Student can identify bus-related vocabulary (bus, transfer, bus stop, bus number)

6._____*Student can take a bus to a specific location and return.

*Without the presence of the teacher

UNIT 13

CLOTHES

GOAL: STUDENT WILL BE ABLE TO IDENTIFY AND PURCHASE CLOTHING

Objective 13-A	Student will be able to identify articles of clothing for women
Objective 13-B	Student will be able to identify articles of clothing for men
Objective 13-C	Student will be able to indicate whether an article of clothing fits
Objective 13-D	Student will be able to distinguish between different sizes on a label
Objective 13-E	Student will be able to distinguish between new and old clothes
Objective 13-F	Student will be able to read price tags
Objective 13-G	Student will be able to act out a dialogue about buying a skirt
*Objective 13-H	Student will be able to distinguish between culturally acceptable clothes for boys and girls
*Objective 13-I	Student will be able to identify baby clothes

*OPTIONAL LESSON

Lesson Teaching Box

What's this/that? What are they?	It's a dress blouse skirt sweater bra purse coat
They are	pants panties shoes
	It's a shirt jacket T-shirt sweater belt
They are	pants shoes socks shorts

Commands:

Put on your coat
Take off your coat

What color is your ______? What is that?	It's blue It's a blue coat
Does it fit?	No, it's too big No, it's too small Yes, it fits
What's the size?	It's small, medium, large
Is it new or old?	It's new/old
What do you need?	I need a new _____
How much is that?	It's _____
What's the price?	It's _____

*Babies' clothes
*Coordinating colors & prints

Dialogues: "I want to buy a skirt"

Like their surroundings and their bodies, students are generally interested in clothing. There are some cultural aspects of clothes that you should bear in mind as you're teaching.

For one, your student comes from a place where winters are generally mild. Often, she is very cold during our winters and does not know how to dress warmly. You can point out items of clothing that are specifically for winter and summer and help her dress appropriately. See the Student Book, page 91 for some illustrations of weather-related clothing.

Most Southeast Asian women are modest dressers--short skirts and revealing clothing do not appeal to them and are culturally unacceptable. Many prefer to continue wearing their native dress. You are in no way obligated to change her but to merely point out warmer or cooler ways to supplement her wardrobe.

Many times clothes are given to refugee families, but when the time comes to buy clothes, some refugees will go into any store and simply buy what is needed regardless of price. To them, all stores are alike. Budgeting money is a new and difficult concept. You can help your student by showing her both cheap and expensive stores. Take her to neighborhood thrift shops and local shopping areas and familiarize her with the stores that are best to shop in with her limited funds.

*OPTIONAL LESSONS

Although not included specifically in this lesson, laundering clothes is another area requiring some demonstration since your student is unable to read labels. Show her how to sort clothes, measure detergent and change the water temperature of the washing machine for different types of clothes. Sweaters require special care both in the washing machine and the dryer. Some items are too big to wash in the machines, such as rugs and drapes. Show her that coats, suits and some woolen items must be dry-cleaned. Finally, if she has a baby, show her how to launder diapers. The lesson for baby clothes is optional for women who have small babies or will have children in the future. Many women won't know how to use cloth diapers because they are not used in Southeast Asia due to the intensity of the heat. Diapers merely promote diaper rash in their former countries and are quite expensive. She will probably not even know how to fold a diaper. Show her that dirty and wet diapers must be rinsed out and left to soak in a plastic bucket filled with soap and water or vinegar and water to be washed at least every other day. Refugee women have been known to dispose of cloth diapers as they do disposable diapers because they don't know they're reusuable. This can get to be a little expensive. Encourage her to use cloth diapers since they are much cheaper.

ESTIMATED TIME: 15-20 min

VISUAL AIDS:

Clothes pictures

Objective: Student will be able to identify articles of clothing for women.

Teaching Box

What's this?	It's a dress skirt blouse sweater purse coat bra
	They are pants panties shoes
What color is your___?	It's ________
	They are _____

Commands:

Put on your_______
Take off your_______

There are a number of items you can use for this lesson. Real articles of clothing are best followed by the pictures in the Student Book and possibly pictures in magazines & catalogues. If you have a doll with an extensive wardrobe, this is also an excellent learning tool beacause you can give verbal commands for her to dress and undress the doll (put on her skirt, take off her shoes, etc.)

Introduce the above vocabulary as you have been doing.

Once she knows the items, reinforce her vocabularly with "What color" questions relating to her personal clothing. You can also check comprehension with "Show me" commands.

To teach the commands "Put on" and "take off" simply demonstrate by using a sweater or jacket and then give her the commands. Reverse roles and have her command you.

TIME: 15-20 minutes

ESTIMATED TIME: No more than 20 min

VISUAL AIDS:

Clothes
Pictures

Objective: Student will be able to identify articles of clothing for men.

Teaching Box

What's this?	It's (a) shirt jacket T-shirt shorts sweater belt They are pants shoes socks
What color is his _____?	It's _____ They are _____.

Review women's clothes

Introduce each article of men's clothes as you did the women's clothes

---

TIME: No more than 20 minutes

ESTIMATED TIME: 20 minutes

VISUAL AIDS: Pictures
Clothes

Objective: Student will be able to indicate whether an article of clothing fits

Teaching Box

Does it fit?	No, it's too big No, it's too small Yes, it fits

Review clothing items.

Select an article of clothing such as a blouse or jacket that is easy to put on and take off. Get a size that will obviously be too large for your student since you want to teach the idea of size. See Student Book, page 71, for pictures.

T Put on the jacket.

S *(Puts on the jacket which is obviously too big)*

T Listen: Oh, it's too big. Too big.
It's too big.

(Point to repeat) It's too big.

S It's too big.
T Again
S It's too big.
T Is it ok?
S No, it's too big.

T Listen: Does it fit? Fit?
Does it fit? Fit?

No, it's too big. It's too big.

(Point to the jacket and then to her) Does it fit? *(Nod - no)*

S No
T *(Cue: It's too...)*
S It's too big.
T Again. Does it fit?
S No, it's too big.

T *(Get a shoe or a very small article of clothing that is obviously too small for her)*

Here. Put it on.

S No
T Does it fit?
S No

T Listen: It's too small. Small. Small.
It's too small. Small
(point to repeat) It's too small.

S It's too small.
T Does it fit?
S No, it's too small.

Go to her closet and get some article of her clothing--a sweater or blouse is good.

T Put it on

S *(Puts on)*

T Does it fit?
S Yes

T Listen: Yes, it fits. It fits.
Yes, it fits. It fits.
(Point to repeat) Yes, it fits.

S Yes, it fits.
T Again
S Yes, it fits.

Go back to the articles that don't fit and continue to practice with the questions and answers above. It's best to have several items of varying sizes. Make her put on the items as proof that they fit or don't fit. Reverse and have her ask you about items that fit or don't fit you. This gets to be a lot of fun if there are several items of varying sizes. You can do an easy review with these questions using your rings.

TIME: 20 minutes

ESTIMATED TIME: 15-20 min

VISUAL AIDS: Clothes with label & sizes; pictures

Objective: Student will be able to read and distinguish between varying sizes on a label.

Teaching Box

What's this?	It's a label. It's a size.
What's the size?	It's small (S; sm) It's medium (M; med) It's large (L; lg)
Is it small?	Yes/No

Most students aren't familiar with sizes in any language. To teach this concept, you can use T-shirts to show small, medium, and large.

You will have to teach her to read the different lettering for small, medium and large. Use the pictures in the Student Book, page 72 to show the differences in the sizes. Immediately afterwards, reinforce this concept with the real clothing articles if possible.

(Using the picture, page 72) Look at #1
It's small.
It's small.

S It's small
T Look at picture #3 *(Gesture to show big and see if she can come up with it on her own.)*

S It's big.
T OK. It's large *(Indicate that big and large are the same)*
S It's large.
T Again.
S It's large.
T What's #1?
S It's small.
T What's #3?
S It's large.

T Look at #2. Ask me.
S What's that?
T It's medium.
S It's medium.
T Again.
S It's medium.

Show her the letters for small, medium and large (S; M; L and sm; med; lg) and have her write and repeat them several times. Review by pointing to the lettering and asking, "Is this medium?"

TIME: 15 - 20 minutes

ESTIMATED TIME: 10-15 min

VISUAL AIDS: Clothing

Once she can distinguish between the 3 sizes, proceed to teach her about labels. For this, use the real articles of clothing--T-shirts and shorts are good.

T *(Shows student a label.)*
S What's that?
T It's a label
S It's a label
T Again
S It's a label.

T *(Point out the size)* This is the size. Size.
S Size.

T Listen: What size is it? Size *(points)*
What size is it?
It's medium.
(point to repeat) What size is this?
S What size is this?
T It's medium. Ask me again.
S What size is this?
T It's medium.

Give her another article of clothing with a different label.

T Show me label.
S *(shows)*
T What size is that?
S It's large.

NOTE: If she can't answer your question, she obviously doesn't understand. Go back and carefully continue to repeat the question and answer with the various articles of clothing, showing her the sizes as you go.

Continue with any other articles you have left. You can then reverse and give her practice about sizes. Also ask some yes/no questions to check comprehension.

TIME: 10-15 minutes

ESTIMATED TIME: 10-15 min.

VISUAL AIDS: New and old clothes

Objective: Student will be able to distinguish between new and old clothes.

Teaching Box

Is it new or old?	It's new. It's old.
What do you need?	I need a new ____.

Use the pictures in the Student Book, page 73, or find some old clothes that are torn or discolored as well as some new clothes that may still have the price tag (or one you've made) on them. The following lesson plan is designed for the pictures but can be done as easily with articles of clothing in the same way.

Look at #1. What's that?

S It's a shirt.
T Is it good? OK?
S No
T No, it's old. It's old. It's maybe 2 years old.
(Point to repeat.) It's old.
S It's old.
T Again.
S It's old.

T Look at #2. Is it old? Old?
S No
T It's new. It's new. It's very good. It's new.
(Point to repeat.) (Cue: *It's ...*)
S It's new.
T Look at #1. Is it new or old?
S Old.
T It's ...
S It's old.
T Look at #2. Is it new or old?
S It's new.

Continue in this way with all the pictures or articles you have. Point out flaws that obviously make the items old.

TIME: 10-15 min. or longer depending on number of articles of clothing.

Get some old worn out clothes of yours for this portion of the lesson.

T This is my blouse. My blouse. Is it new?
S No, it's old.
T I need a new blouse. I need a new blouse.
(Point to repeat.) I need a new blouse.
S I need a new blouse.
T Again.
S I need a new blouse.

T Listen: *(Hold up the blouse.)* What do you need?
What do you need?
(Point to repeat.) What do you need?

S What do you need?
T Again.
S What do you need?

T I need a new blouse.
(Hold up another item.) Ask me.

S I need a new skirt. What do you need?
T I need a new blouse.
Continue in this way with all the items you have, then reverse the roles by putting all the items in front of her and you ask her what she needs. Once she has the idea, take the clothes away and ask her real questions in the following manner:

T Do you have a coat?
S Yes/No
T Do you need a new coat?
S Yes, I do.
This may be too much for your particular student. If she doesn't understand, it's because she either doesn't hear the difference between "have" and "need" or she doesn't understand the differences in meaning between the two. In any case, try these questions along with "What do you need?" and see how she responds.

TIME: 10-15 minutes or more.

ESTIMATED TIME: 20 min to ?

VISUAL AIDS: price tags;
Catalogues; flashcards
money: coins and bills

Objective: Student will be able to read price tags

Teaching Box

What's that?	It's a price tag.
How much is it?	It's ___________

Review numbers with flashcards.

The main teaching idea in this lesson is learning to read prices. Although by now she should be good at reading numbers, the decimal point and added numbers can be confusing for her. Also, there is the problem of the added tax which is not included in the price. Begin slowly by reviewing numbers from 1 through 100 with your flashcards. Then proceed with the lesson.

Once you've taught her how to read a price tag, get a number of clothing items and make up some price tags as if the items were new. Include the size and price and try to make it look as authentic as possible. Of course, real tags are better, but since you don't want to go out and buy all the clothing you'd need for this lesson, teach her using your own made up tags and later when you have the opportunity to be with her in a store, show her some tags and let her read them for you.

One other note: Show her how to remove price tags properly so she does not rip the article.

Place a number of coins and bills in front of your student.

T Give me 85¢

S *(counts out money)* 85¢

Show her how 85¢ is written. You should show her both ways: 85¢ and .85

T How much is this? *(Point to the written 85¢)*

S It's 85 cents.

Write out another number--25¢ or .25

T How much is this?

S It's 25 cents.

Continue up to $1 in this way until she can recognize the numbers easily.

Show me 1 dollar 25 cents

S (shows) *$1.25*

Show her how it is written and have her repeat the amount. Write similar numbers using the decimal and have her tell you the amounts by asking her "How much is this?" questions up to $20. Make sure she can also count out the amount she reads with the real money.

Once she is comfortable in reading the amounts, proceed to teach her about price tags.

T (Hold up an article and point to the price tag)

S What's that?

T It's a price tag.

S Price tag

T Again. It's...

S It's a price tag.

T *(Point to the price)* How much is this?

S It's ________

T *(Point to the amount)* This is the price. The price.

S The price

T *(point to the price tag)* This is the price tag. Price tag.

S Price tag

T Show me the price.

S *(points)*

T Show me the price tag.

S *(shows)*

T How much is it?

S It's ________

Continue practicing in this way with several items. You can eventually expand your questions to include: "What size is the blouse?" "How much is the jacket?" and "How much is the blue shirt?" You are not so much concerned with perfectly constructed English sentences as you are the right answer. If she can respond correctly, that is enough for now.

TIME: 20 minutes to ???

LESSON 13-G page 200

ESTIMATED TIME: 10 min.
VISUAL AIDS: Picture

Objective: Student will be able to act out a dialogue about buying a skirt.

Teaching Box

SALESLADY	Hello, may I help you?	(1)
NOI	Yes. May I try this skirt on?	(1)
SALESLADY	Sure. Go in there.	(2)
NOI	Thank you	(2)
SALESLADY	Do you like it?	(3)
NOI	Yes	(3)
SALESLADY	Cash or charge?	(4)
NOI	Cash, please	(4)

As with the other dialogues, go through this one slowly, returning to the first box after each new line has been learned. See the Student Book, page 74.

After she has learned the dialogue well, try changing it around. You can also take her to a store and let her try something on. She doesn't have to buy it. It will also give her an opportunity to read sizes and prices.

TIME: 10 minutes

TIME: 20 min.

VISUAL AIDS: Pictures of clothes (catalogue) or girls and boys clothes

*Objective: Student will be able to distinguish between culturally acceptable clothes for boys and girls (children)

Teaching Box

Is this for girls? boys?	Yes/No

Review the following vocabulary for this lesson: "girl" "boy"

Introduce the plural forms: "men" "women"

At first, this will appear to be sexist and culturally biased, but the fact remains that if refugee women send their children to school wearing inappropriate clothing, the children will suffer socially. American clothing is very different from some of the refugee's, especially if your student is a Hilltribe woman. When she receives donated clothes, she sometimes has difficulty knowing which clothes are for boys and which for girls. She may not necessarily put a dress on her son, but she might dress him in a girl's blouse or shoes. Though he will not know the difference, his classmates will and will not hesitate to let him know.

This lesson is also a good time to show her which colors and prints do not coordinate according to American tastes. Whether you want to do this or not is up to your judgement. Also, which clothes are appropriate for different occasions (wedding, church, picnic) is another option to consider.

Once again, use real clothes if you can. You can also use catalogues and cut out articles of clothing that can be matched (or mismatched) and put into separate piles for boys and girls. Cut the clothes so that there are no bodies showing and this way you can match or mismatch articles of clothing together.

TIME: 20 minutes

*OPTIONAL LESSON

LESSON 13-I page 202 TIME: ???

VISUAL AIDS: See below

*Objective: Student will be able to identify and purchase baby clothes.

Teaching Box

What's that?	It's a diaper
	pin
	wash cloth
	They are plastic pants
	pampers
What size is he/she?	He/She is infant
	3 mo
	6 mo
	9 mo
	12 mo or 1 yr
	18 mo

This lesson is optional because not all students have small babies. If yours does, you can expand upon the above in the following ways:

Show her how to wash and fold diapers

"What does a (new) baby need?"

diapers
pins
T-shirt
gown
wrapping blanket
heavy blanket
towel
wash cloth
baby soap
formula
car seat
bottles
nipples

If your student's children are older, you can adjust this lesson to their needs and sizes.

As you can see from the amount of vocabulary contained in this lesson, it would be difficult for a slow student. If your student is slow, you can still show her some basics about diapers and baby care without going into a lot of detail. Many of the items above appear in catalogues. Use these if you don't have access to baby articles. See the Student Book, page 75, for pictures.

TIME: ???

*OPTIONAL LESSON

UNIT 14

HOUSEHOLD ITEMS

GOAL: STUDENT WILL BE ABLE TO IDENTIFY AND PROPERLY USE HOUSEHOLD ITEMS

Objective 14-A	Student will be able to identify kitchen appliances and utensils
Objective 14-B	Student will be able to identify cleaning items and demonstrate their use
Objective 14-C	Student will be able to identify miscellaneous household items and demonstrate their use
Objective 14-D	Student will be able to identify simple tools and demonstrate their use

Objective: Student will be able to identify and properly use household items

Lesson Teaching Box

What is this/that?		(In the Kitchen)
What are they?		
	dishes	
	plate	fork
	cup	knife
	glass	bowl
	spoon	
	pot, pans, and lids	
	tea pot, coffee pot	
	can opener	
	toaster	
What's this for?		
	for tea (tea pot)	
	for cans (can opener)	
	for toast (toaster)	
	for coffee (cup, coffee pot)	
	for milk, water, etc. (glass)	
	for cutting (knife)	
Where is the ____?	In the cupboard	
	In the drawer	
		(For Cleaning)
What is this/that?	broom	vacuum
	mop	spic & span
	bucket	dish soap
	dust pan	powder soap
	rag	cleanser
		washer/dryer
What is this for?	For cleaning the floor	
	For cleaning the rug	
	For cleaning the sink & toilet	
	For washing clothes	
	For washing dishes	
		(Misc)
What is this/that?	toothpaste	brush
What are they?	toothbrush	comb
	scissors	razor
	needle	iron
	thread	ironing board
	pin	
	cloth	
What's this for?	For teeth, for hair, to cut, to sew	

Lesson Teaching Box
(Continued)

What is this/that?	It's a hammer
What are they?	screwdriver
	wrench
	nail
	screw
	spade
	hoe
	rake
	ladder

Commands:

Turn it on/off	It's on/off
Plug it in	
Take it out	

Once again, there is a lot of vocabulary contained in this lesson. Your student is learning much faster than she was in the beginning. You will have a tendancy to want to teach more at one time, but when you do, you will find she retains less and less vocabulary. This is because it's easier for her so she concentrates less, and also because you think since she's learning faster, not as much repetition and review are required. She may seem bored when you continue to go over and over new material, even though she cannot recall it as well as she did earlier.

Many of the items in this lesson may be totally new for your student, such as the vacuum, toaste and the ironing board. You will find that she eats mainly with a large spoon and probably doesn't know how to use a napkin. Since Indochinese don't bake, they are not familiar with any baking equipment or the use of the oven. Of course, there are exceptions, but you won't know until you find out.

When you are introducing electrical appliances, show her how to use them. Don't assume she knows anything about them--even how to plug them in. You may think it's silly and too simple to show someone how to turn on an appliance, but you might be surprised how little she knows. Remember that many students may have never had the advantages of electricity and hence are ignorant of its use and dangers. As you're introducing the appliances and tools, keep saftey in mind.

LESSON 14-A page 206 ESTIMATED TIME: 20 min

VISUAL AIDS: See Vocabulary items below

Objective: Student will be able to identify kitchen appliances and utensils and demonstrate their use

Teaching Box

What's this/that? What are they?	They are dishes pans
	It's a spoon fork knife dish plate glass cup bowl lid (top) handle
	It's a tea pot coffee pot can opener toaster
What's this for?	It's for tea (tea pot) coffee (coffee pot, cup) toast (toaster) cans (can opener)
Where is the ____?	It's in the cupboard drawer

Take your student into the kitchen for this lesson. Introduce each item as you've done previously. Only introduce about 10 words at a time, grouping the vocabulary as in the teaching box. Don't try to teach this entire lesson in one day. You should spend no more than 20 minutes per day on the lesson. See Student Book, page 76.

Once you've taught all the vocabulary items, proceed to teach "What for" and "Where" questions as shown in the box.

When you have taught the dish items, show her how to set a table. You don't need to be too elaborate, but just give her the general idea how Americans set tables. Southeast Asians aren't used to using napkins--you can also show their use.

TIME: No more than 20 minutes for vocabulary over two or three lessons

ESTIMATED TIME: 20 min

VISUAL AIDS: See Vocabulary items below

Objective: Student will be able to identify cleaning items and demonstrate their use

Teaching Box

What is this/that?	It's (a) broom mop bucket dust pan rag/sponge vacuum spic & span dish soap laundry soap cleanser
What is this for?	for the floor the rug the sink and toilet clothes dishes
Where is the ______? your	in the closet under the sink in the cupboard

By this time, your student is probably familiar with many of the cleaning items in the teaching box, if not by name then by use. Use as many of the real items as you can to teach the vocabulary. If you are in her house, use the items she has available. You can ask her "Do you have a ______?" if you are using pictures and want to know if she has the same item. Have her show you where she keeps everything.

As you are introducing each item, show her how it is used. Since she probably knows how to use several of them already, do the following:

What's this for? Show me

Even though she may not be able to verbalize her actions, she can demonstrate the use of the items. You can then go on to tell her in English what they are for.

Point out details such as changing the vacuum bag, measuring the amount of spic & span and laundry soap to use, what to use to clean the toilet (toilet brush and sponge) or anything else you can think of. Don't try to do it all in one lesson. By now you should know her limits of comprehension and recall.

TIME: No more than 20 minutes

ESTIMATED TIME: No more than 20 min.

VISUAL AIDS: See below

Objective: Student will be able to identify miscellaneous household items and demonstrate their use

Teaching Box

What is this/that?	It's (a) toothpaste
What are they?	toothbrush
	brush
	comb
	razor/blade
	iron
	ironing board
	needle
	thread
	scissors
	pin
	button
	cloth
What's this for?	It's for teeth (toothbrush)
	clothes (iron)
	cutting (scissors)
	sewing (needle)

Continue reviewing previously taught household items.

Introduce each new item as you've done previously. Continue to have her show you how to use the individual items.

Some tasks you can have her do:

How to open and close an ironing board

How to regulate an iron and use the steam

How to sew on a button or hem pants

**How to use a pattern*

**How to properly brush her teeth and use floss*

TIME: No more than 20 minutes

*OPTIONAL

ESTIMATED TIME: No more than 20 min.

VISUAL AIDS: Tools, Glue

Objective: Student will be able to identify simple tools and demonstrate their use

Teaching Box

What is this/that?	It's a hammer screwdriver wrench nail screw shovel hoe rake ladder glue

Continue reviewing household items.

The above are simple tools that should be available in any household. She will probably never have the opportunity to fix anything since that is the domain of her husband, but you can show her a few simple tasks to do with tools.

She should already be familiar with most of the garden tools. To make sure, do the following:

What's this for? Show me

You can also show her the safe and proper way to use a ladder.

The following are a few simple tasks that you can teach her to perform with some of the tools above:

Change a light switch plate (requires a screwdriver)

Change a lightbulb (doesn't require any tools but is good to know)

Oil a squeeky door (requires machine oil and knowing where to put it)

Tighten lid screws, cupboard handles, and pot handles

Fix broken objects (requires glue--caution her about super glue)

Put up pictures on walls (requires hammer, nails & string or wire)

TIME: No more than 20 minutes

CHECKLIST

OBJECTIVES: Lessons 13 - 14

1._____Student can identify at least 7 women's clothes items.

2._____Student can identify at least 6 men's clothes items.

3._____Student can distinguish between old and new clothes.

4._____Student can distinguish between sizes of clothes (small, medium and large).

5._____Student can read prices on price tags.

6._____Student can identify at least 10 common household items.

7._____Student can identify at least 7 common cleaning items.

8._____Student can identify 7 misc. items (see 14-C).

9._____Student can identify at least 5 common tool items.

UNIT 15

SAFETY

GOAL: STUDENT WILL BE ABLE TO IDENTIFY SAFETY HAZARDS IN THE HOME

Objective 15-A	Student will be able to identify common electrical devices and recognize their potential danger
Objective 15-B	Student will be able to identify poisonous items around the house
Objective 15-C	Student will be able to identify hazardous situations that could lead to falls

Lesson Teaching Box

What is this/that?	It's a wire cord socket plug
Is this safe?	No, it's dangerous Yes, it's safe
What's that? Can you eat it? Can you drink it?	It's cleanser No, it's poison
What's that? Is it safe? (for children)	It's medicine No, it's dangerous
Is this safe?	(with pictures of situations that could lead to falls)

Expressions:
Commands:

Be careful!
Watch out!
Don't do that!

Since your student is probably unfamiliar with many of the electrical conveniences of modern society, the concept of safety with electrical devices will also be new. Use the pictures in the Student Book but demonstrate the do's and don'ts of safety as much as possible.

LESSON 15-A page 213 ESTIMATED TIME: 15-20 min.

VISUAL AIDS: See vocabulary items below

Objective: Student will be able to identify common electrical devices and recognize their potential danger

Teaching Box

What is this/that?	It's a wire cord plug socket
Is it safe?	Yes, it's safe No, it's dangerous
Expressions:	
Be careful!	

Show your student the wall sockets, light sockets, plugs and wires in her house and teach her the names of each as you've done previously.

Once she has learned the vocabulary, demonstrate some dangerous hazards that can occur. The pictures in the Student Book, page 82 illustrate the situations below. Act out as many of the situations as you can before turning to the pictures and any others you might think of. Also emphasize the potential danger to small children.

1. *Putting fingers into open wall sockets and light sockets*
2. *Standing in water and plugging something in*
3. *Over-loading a circuit with too many plugs*
4. *Playing with the back of a T.V.*
5. *Children chewing on wires that are plugged in*
6. *A child about to put a finger into a fan*

You can use the pictures in the Student Book to get across the idea of dangerous versus safe. A good way to contrast the two is to use a frayed wire. Show her that to touch the wire when it's plugged in will shock her--it's dangerous. Then tape the wire with some black electrical tape--it's safe.

T Listen: *(point to the frayed wire)* It's dangerous. dangerous
It's very dangerous. It's very bad.
(point to repeat) It's dangerous

S It's dangerous
T Again
S It's dangerous

T Listen: *(point to the bad wire)* Is it safe? safe? Is it good?
Is it safe?

(Nod no)

S No
T No, it's dangerous
S No, it's dangerous

T Is it safe? Is it safe?
S No, it's dangerous

T (*tape the wire with black tape*) Is it safe?

S Yes (NOTE: *She may not understand "safe" yet, but let her answer before you must tell her--she just might understand*)

T Yes, it's safe.
S Yes, it's safe.
T Again.
S Yes, it's safe.

Continue in this way with other situations contrasting safe and dangerous as much as possible with other electrical devices. As you are demonstrating dangerous actions, intersperse the expression "Be careful". This is a very difficult expression to show or explain, so it's best to just keep using it at the appropriate time. Try to get her to tell you when you are about to do something dangerous.

TIME: 15-20 minutes

ESTIMATED TIME: 20 min.

VISUAL AIDS: See vocabulary items below

Objective: Student will be able to identify poisonous items around the house

Teaching Box

What is this/that?	It's cleanser spic & span medicine etc.
Can you eat it? drink	No, it's poison
Expression:	
Don't do that!	

Review some of the cleaning agents and some common medicines that are kept around the house. Try and use the things that are already available in your student's home.

She should already know a few of the cleaning items from previous lessons - cleansers, dish soap,etc., but it's not really necessary that she know them all by name. The important thing is that she recognize that these items are very dangerous when consumed by children. She may or may not know this--it never hurts to go over it again.

It's a good idea to show her where she might store medicines and cleaning agents to keep them away from small children.

T What's this?
S It's dish soap

T Listen: Can you drink it? *(Act out drinking the soap and pretend you are getting sick.)*
Can you drink it?
Can you drink it?

S No
T It's poison
S It's poison
T Can you drink it?
S No
T *(Cue: It's...)*
S It's poison
T *(Pick up another item)* Can you eat this?
S No, it's poison

Continue in this way with several items. Throw in something edible just to see if she's paying attention and understands the question. Intersperse "Don't do that" or "Don't eat that" as you go.

When you are showing medicine, make it clear that she or her family must never take it in quantity, but must know the correct dosage. This is a good time to go back and review emergency telephone procedures along with the items you are using.

TIME: 20 minutes

ESTIMATED TIME: 10-15 min.

VISUAL AIDS: Pictures

Objective: Student will be able to identify hazardous situations that could lead to falls

Teaching Box

Is this safe?	Yes, it's safe No, it's dangerous (See pictures)

Expressions:

Watch out!

For this lesson, use the pictures in the Student Book, page 85 which show situations that are safe and become dangerous. All you want her to be able to do is recognize which is safe and which is dangerous. It isn't necessary to know all the vocabulary involved, but if you've taught her some of the words previously, like stairs, review those words with her in the context of this lesson.

As a variation, you can ask her "or" questions: "Is this safe or dangerous?" Review ladder safety using a real ladder if you have one available. She should never stand on the top step and if she's using it outside, someone should hold it for her. You can act out some of the falls from the pictures, especially stair falls to emphasize the point. Don't assume that these concepts are too easy for your student--if they are, it doesn't hurt to review them.

Intersperse "Watch out" and "Be careful" whenever possible.

TIME: 10-15 minutes

UNIT 16

SIGNS

GOAL: STUDENT WILL BE ABLE TO RECOGNIZE COMMON SIGNS

Objective 16-A	Student will be able to distinguish men and women's restrooms and locate them from simple directions
Objective 16-B	Student will be able to identify common street signs and respond appropriately
Objective 16-C	Student will be able to identify common indoor signs
Objective 16-D	Student will be able to read store hours

Lesson Teaching Box

What's that?	It's a restroom
What's it for?	It's for men women
Where is the restroom?	It's upstairs downstairs on the 1st floor 2nd floor 3rd floor 4th floor
What's that?	It's "walk" "don't walk" exit (out) entrance (in) no-smoking Bus open closed
When does it open?	(It opens) at ______
When does it close?	(It closes) at ______

There are really only a few signs your student needs to know to get along. Restroom signs are one of them. Since most Southeast Asian women don't drive, traffic signs, other than pedestrian signs, have not been included in this lesson.

ESTIMATED TIME: 10 min.

VISUAL AIDS: Pictures

Objective: Student will be able to distinguish men and women's restrooms and locate them

Teaching Box

What's this/that?	It's a restroom
	It's men women
Is this for men? women?	Yes/No
Where is the restroom?	It's upstairs downstairs on the first floor second third
*Variations:	girls/boys ladies/gentlemen

The problem with asking someone "Where is the restroom?" is that your student will probably not understand the answer even though you've practiced several different responses with her. She is used to your voice and intonation and it is difficult for her to understand strangers, even though they may repeat the very expressions you've used and taught her. She needs practice not only to hear other voices, but to build confidence in speaking with other people.

What you can do to ease her fears is to take her to a shopping mall, go into a big store, and have her ask where the restroom is while you stand somewhere nearby. Once she has the directions, make her show you the restroom. If she can't, make her ask someone else. The more she asks, the more confidence she builds. When she locates the restrooms, make her point out the women's.

Use the pictures in the Student Book, page 86, to teach the vocabulary above as you've done in previous lessons.

TIME: 10 minutes

ESTIMATED TIME: 10 min.

VISUAL AIDS: Pictures
Traffic signal picture

Objective: Student will be able to identify common street signs and respond appropriately

Teaching Box

What is that?	It's "walk" (green) "don't walk" (red) "Bus"
Can you walk?	Yes/No
Is this a bus stop?	Yes/No

Review the colors red, green and yellow.

Your student doesn't necessarily have to be able to read "walk" and "don't walk". She can respond to the colors or the position of the signs. You can make a simple traffic light using a milk carton and colored paper. Just cut out the appropriate colors and glue them on. When you are "changing lights" simply point to the light you want. You can also use the terms "go" and "don't go" or "stop" or use them all.

Of course, it's a good idea to actually take her out and have her experience the signs above. Show her where and where not to cross the street, that she must walk on sidewalks or to the side of the road rather than in the street, and show her how to use pedestrian crosswalks.

If you want to teach her to read the signs above, make flashcards and practice reading them with her often. It will be a matter of memorization for her and not reading in the true sense--but that's ok, as long as she knows one sign from another.

You can use the pictures in the Student Book, page 87, to help introduce the signs.

TIME: 10 minutes

LESSON 16-C page 221 ESTIMATED TIME: 10 min.

VISUAL AIDS: Pictures

Objective: Student will be able to identify some common indoor signs

Teaching Box

What's this/that?	It's "exit" (out) "entrance" (in)
	It's "no smoking" "open" "closed"
Do you go in? out? Do you smoke? Is it open? closed?	Yes/No
*push *pull *sale	

Use the pictures in the Student Book, page 86 to help introduce the signs in this lesson.

Like the signs in the previous lesson, you will want to teach her to read these--the best way is to have her memorize the words. Have her copy them several times and use flashcards. Try and teach them in their proper surroundings. When you go with her on some errand or trip, point these signs out to her and see if she can read them.

Most Southeast Asian women do not smoke, but their husbands do. It's good for her to be able to recognize this sign as well as the others.

Whenever you are in a store or place where these signs appear, be sure and point them out to her and see if she recognizes them.

TIME: 10 minutes

ESTIMATED TIME: 20 min. to 2 or 3 days

VISUAL AIDS: chart

Objective: Student will be able to read store hours

Teaching Box

Mon., Tues., Weds., Thurs., Fri. Sat., Sun. (M., T., W., TH., F.)	(reading with flashcards) (See chart, Student Book, page 99)
When does it open (on Mon.)?	at ______
When does it close (on Mon.)?	at ______
Is it open on Weds.?	Yes/No

Review reading the days of the week with flashcards.

Teach your student the variation in the teaching box (M., T., W., etc.)

Use the chart in the Student Book to introduce and practice this lesson. Begin by demonstrating how to read the signs and then have her read them.

Mon. - Fri.	*9:00 - 5:00*
Sat.	*12:00 - 5:00*
Sun.	*CLOSED*

T Monday through Friday. It opens at 9:00. Closes at 5:00

On Sat. it opens at 12:00. Closes at 5:00
On Sun. it's closed

Go through each box and have the student read after you. Once you've read the information in all the boxes, start asking the questions in the teaching box.

You may have to spread this lesson out over a 2 or 3 day period depending on your student. Go slowly and use the flashcards to review the days.

TIME: 20 minutes to 2? 3? days

UNIT 17

WEATHER

GOAL: STUDENT WILL BE ABLE TO TALK ABOUT THE WEATHER AND SEASONS

Objective 17-A Student will be able to describe the weather

Objective 17-B Student will be able to identify the seasons

Objective 17-C Student will be able to choose the appropriate clothing for the various seasons

Lesson Teaching Box

How's the weather?	It's cold hot cool warm windy cloudy sunny raining snowing
Seasons:	It's winter spring summer fall
Do you need a coat? Why?	Yes Because it's winter
It's winter. What do you need?	I need a coat. a hat gloves boots
Are you cold? hot? warm? cool?	Yes/No
*(clothes)	It has short sleeves long sleeves I have a heavy jacket light jacket long skirt short skirt long coat short coat

Generally speaking, there are basically three changes of weather in Southeast Asia: rainy, hot and cold. Different countries and areas vary, but the seasons are not as well defined as in most parts of the U.S. Fall in Vietnam, for instance, does exist, but is very short as is springtime. The rainy and hot seasons are the longest and do not coincide with our winter and summer months. Although in areas it does get cold, winters are comparatively mild. Temperatures for the most part do not get below freezing. 60 to 65 degrees can be very cold to a refugee so do not be surprised if you see her in three layers of clothing on what you might consider a cool day. Since winters are generally mild, coats are not usually required in Southeast Asia. Heating one's house is also unfamiliar to many refugees. The adjustments your student must make to our weather are considerable so this lesson is intended to be both practical and informative. She will learn not only the seasons and the weather associated with them, but the proper attire to go along with the varying temperatures.

You may find that your student is seemingly an impractical dresser. She may continue to wear her native long skirt through all seasons along with simple sandles. It will be hard to convince her to wear warm socks and shoes and perhaps pants in the winter. You will be shocked if you go to her home and see her children playing outside in a light jacket and bare feet. Remember though, that clothes cost money and learning to wear a new form of attire takes time.

* OPTIONAL LESSONS

Southeast Asian women are generally very modest dressers. They would not consider wearing shorts or a bathing suit. They also avoid the sun because tanning is not considered beautiful. In fact, the whiter the skin, the more beautiful the woman is considered to be in Southeast Asia. Women sometimes carry umbrellas in the summertime to shield out the freckle producing sun.

The feature that will be the strangest to almost all Southeast Asians will be snow. It is very likely that she will never have seen it or experienced it. Hopefully, you will have an opportunity to share her and her family's first encounters with snow.

In this lesson, try to stress the importance of dressing warmly for the winter months, especially for her children. Use the pictures in the Student Book and some real clothing articles to help illustrate and demonstrate the lesson.

LESSON 17-A page 226 ESTIMATED TIME: 10-20 min.

VISUAL AIDS: Pictures

Objective: Student will be able to describe the weather

Teaching Box

How's the weather?	It's cold hot cool warm windy cloudy
	It's raining snowing
Do you need a coat?	Yes
Why?	Because it's cold

You will need to use the pictures in the Student Book, page 89 for this lesson. This is also a good time to review some clothes items.

The word "weather" is a difficult word to teach. Follow the procedure below and in time she should associate the question with the answer.

The difference between "cool" and "warm" is hard for some students to grasp. One way to help illustrate the concept is to take her to the sink and fill a glass with very hot water. Have her put her finger into it and say: "It's hot." Then cool it off a little by adding some cold water. Make sure it's not cooled completely, then say "It's warm." Do the same with cold and cool by using ice water. Another way--use a light bulb. Turn it on and touch it--it's warm. Wait a while and it's hot. Use a fan for "cool." "Cool" is probably the hardest to get across. Tell your student that cool means a little cold and warm means a little hot.

T Look at picture #1
Listen:

How's the weather?
How's the weather?

It's cold. cold. It's cold. *(Act out being cold)*

(point to repeat) It's cold.

S It's cold.
T Again.
S It's cold.
T How's the weather? *(Cue: It's...)*
S It's cold.

T Look at picture #2
How's the weather?
How's the weather? *(Try and elicit "It's hot" if you can--if not, tell her)*

S It's hot.
T How's the weather? (#2)
S It's hot.
T Picture #1. How's the weather?
S It's cold.

Sweep your hand over all the pictures and say "weather" several times.

T Now, ask me. Picture #1 (*Cue: How's...*)
S How's the...?
T Weather
S How's the weather?
T It's cold. Picture #2. Ask me.
S How's the weather?
T It's hot

Now, look at #1 again. Does she need a coat? a coat? Does she need a coat?

S Yes

T Listen: Why?
Why? (*Make sure your questioning intonation is clear*)

Why?
Because it's cold.

(*point to repeat*) Because....

S Because
T It's cold
S It's cold
T Because it's cold
S Because it's cold

Continue in this way with all the pictures and continue to keep going back to #1 and #2 mixing up your questions once she gets more competent with the structures. It's easier to explain "cool" and "warm" with the kind of clothes the people are wearing in the pictures, and it's also a good way to review clothes. It may take her a while to catch on to the meaning of "Why?". Just continue to ask her using the clothes with the weather.

TIME: 10-20 minutes

LESSON 17-B page 228 ESTIMATED TIME: 10-20 min.

VISUAL AIDS: Pictures

Objective: Student will be able to identify the seasons.

TEACHING BOX

What's that?	It's winter spring summer fall
How's the weather? (with each season)	It's cold hot warm cool
	It's raining snowing
	It's windy cloudy

You can use the same pictures in the Student Book, page 90 to teach the seasons.

If you can, use magazine pictures that reinforce the pictures in the Student Book. Once she understands one of the seasons, she usually gets the others. Winter and summer are usually the easiest to demonstrate and contrast, so begin with them.

Proceed as you did in the previous lesson, beginning with the picture #1 and introducing winter. Follow up with "How's the weather?". You can also ask some "yes/no" and "or" questions (Is it hot? Is it winter or summer?) for further practice. After picture #1, have her ask you the rest of the questions for the remaining pictures.

Remember that spring and fall may be difficult for your student. These seasons may not take on the same characteristics in Southeast Asia as in the U.S. and the duration of each is much different.

TIME: 10-20 minutes

ESTIMATED TIME: 15-20 min.

VISUAL AIDS: Pictures
clothes

Objective: Student will be able to identify appropriate clothing for the various seasons

Teaching Box

It's winter What do you need (for clothes)	I need a coat a sweater a hat boots gloves
Is this for winter? (with clothes)	Yes/No
It's spring What do you need?	I need a raincoat an umbrella boots
Why?	Because it's raining
It's summer What do you need?	I need shorts cool clothes
Why?	Because it's hot
It's fall What do you need?	I need warm clothes a jacket a sweater pants
Why?	Because it's cool
*(clothes)	It has long sleeves short sleeves
	I have a heavy jacket light jacket long skirt short skirt long coat short coat

You can use the pictures of the seasons if you want to teach this lesson. It's best to have the clothing items on hand to show, such as raincoat, umbrella, etc. If you can, use children's clothes as well.

*The *optional section is intended to further describe the differences between cool and warm clothes. Use real clothes or catalogue pictures illustrate the information in the teaching box.*

TIME: 15 - 20 minutes

CHECKLIST

OBJECTIVES: Lessons 15, 16 and 17

1.____Student can identify common electrical devices around the house (plug, socket, light bulb, wire, cord).

2.____Student can distinguish the difference between dangerous and safe.

3.____Student can read and recognize simple signs (men/women, walk/don't walk, open/closed, in/out).

4.____Student can read store hours.

5.____Student can describe the weather for any given day.

6.____Student can name the seasons and describe the weather for each.

UNIT 18

POST OFFICE

GOAL: STUDENT WILL BE ABLE TO BUY STAMPS AND MAIL A LETTER AT THE POST OFFICE

Objective 18-A	Student will be able to identify post office specific vocabulary
Objective 18-B	Student will be able to act out a dialogue about buying stamps in a post office

Lesson Teaching Box

What's that?	It's a stamp a letter a mailbox a post office an airgram mail
Show me----	the address the return address the stamp (and where to put it)

Commands:

Put it on (stamp)
Put it in the mailbox
Close it (envelop)
Open it (envelop)

Dialogue: "I want to buy stamps"

Even though your student is not literate, she may have to occasionally go to the post office to buy stamps and mail bills for her family. This is usually done by her husband, but once he begins to work, he won't have the time. Once she does it and finds out how easy it can be, she won't mind going again. Besides, it's another way of getting out of the house.

The above does not include all the activities that can be done at the post office, but hopefully the easiest and most useful. If your student wants to learn more, go ahead and teach her the optional lessons.

LESSON 18-A page 233 ESTIMATED TIME: 10-15 min.

VISUAL AIDS: See below

Objective: Student will be able to identify post-office specific vocabulary

Teaching Box

What's that?	It's a letter a stamp a mailbox a postoffice mail
Show me------	the return address the address the stamp

Commands:

Put it on (stamp)
Put it in the mailbox (letter or mail)
Close it/Open it (envelope)

In this lesson, you want her to become familiar with mail and the post office. Use the items above to demonstrate the vocabulary and then the pictures in the Student Book, pages 93 and 94 to reinforce them.

Also included in the Student Book is a worksheet for your student to practice writing her return address. This will be a good time to review her address again. Show her where to write it and where to put the stamp. Also show her how to seal the envelop. It isn't important that she be able to say "return address" but that she knows it's necessary to include on her mail. Use the commands above to tell her what to do. She doesn't need to say the commands, only understand them.

Next, take her to the post office and show her the mailbox outside. Remember that she cannot read the signs over the inside boxes, so it's better that she learn to recognize the blue boxes on the street. Show her how to open them and insert her letters. Point out to her that she cannot put a letter in the box unless she has the address and a stamp on the envelope.

Your student will probably only mail letters or bills, not write them. If she can obtain stamps and put the mail in the mailbox, you have achieved your objective.

TIME: 10-15 minutes

LESSON 18-B page 234 ESTIMATED TIME: 10-15 min.

VISUAL AIDS: money
stamps

Objective: Student will be able to act out a dialogue about buying stamps in a post office

Teaching Box

NOI	Hello. I want to buy stamps.
CLERK	How many?
NOI	I need 3.
CLERK	OK. That will be 60¢.
NOI	Thank you.
CLERK	You're welcome.

Set up a situation similar to a post office and act out a dialogue as you've done previously. Once she knows her lines well, carry out the following task:

Write your name and address on a slip of paper.

Give your student an envelope and have her copy your address and write her return address in the appropriate place.

Put the slip with your address on it into the envelope and have her seal it.

Take her to the post office.

Tell her to go and buy stamps--(give her the money) She can get any number that you designate.

Have her put the stamp on the letter and mail it to you.
When you get the letter later, take it back and show her you got it.
Let her open it.

If you don't think she's ready for this yet, take her with you to the post office and have her watch you buy stamps. Place them on letters and mail them. Save a letter for her and have her buy a stamp and do the same while you look on. This will give her a little more confidence before she tries the task above one her own.

TIME: 10-15 minutes

LESSON 18-C page 235 ESTIMATED TIME: 10 min.

VISUAL AIDS: Pictures

*Objective: Student will be able to mail a package at the post office.

Teaching Box

What's that?	It's a package
Show me:	To: (address) From: (return address)

Dialogue:

NOI: (Gives clerk the package)

CLERK: What's inside?

NOI: Some clothes

CLERK: OK, that will be $2.45.

NOI: (Gives the money)

CLERK: Thank you.

There may be times your student wishes to send items to various friends or relatives. Show her the proper way to package things. She will need a box, some old grocery bags, a dark pen for marking, and some heavy tape. Post offices don't always accept string and scotch tape is unacceptable. Check with your local post office before you begin.

Show her how to wrap and address the package and go through the dialogue with her. If she has several packages, you might want to take her to U.P.S., which is cheaper. The procedure will be different--she will have to fill out forms. Of course, you'll have to do that for her. But she will be saving money and that's a service to her.

TIME: 10 minutes

*OPTIONAL LESSON

UNIT 19

BANK

GOAL: STUDENT WILL BE ABLE TO CASH A CHECK AND GET CHANGE AT A BANK

Objective 19-A	Student will be able to identify bank related vocabulary
Objective 19-B	Student will be able to read banking hours and respond to "When" questions
Objective 19-C	Student will be able to act out a dialogue about asking for change in a bank
Objective 19-D	Student will be able to act out a dialogue about cashing a check at a bank
*Objective 19-E	Student will be able to make out a deposit slip at the bank

*OPTIONAL LESSON

Lesson Teaching Box

What's that?	It's a bank a check a signature an I.D. card change *It's a deposit slip * the date * the amount
When does it open? close?	At ______
Commands:	
Sign here	

All the banking in a refugee family is usually done by the husband. He will be the one the sponsor teaches to open and maintain a checking or savings account. If he goes to work, though, he will probably not have time to cash his checks. This is something his wife is perfectly capable of doing with a little help and confidence.

This lesson only deals with some basic activities she can perform at the bank. She should be able to cash a check and get change for the bus with a minimum of English. If she is capable of learning more, go ahead and teach her the optional lesson.

*OPTIONAL

LESSON 19-A page 238 ESTIMATED TIME: 10-15 min.

VISUAL AIDS: Pictures

Objective: Student will be able to identify bank related vocabulary

Teaching Box

What's that? It's a bank
a check
a signature
change

Commands:

Sign here
Please count it

In this lesson, you want your student to become familiar with bank vocabulary. Use the real items to demonstrate the vocabulary and then use the pictures in the Student Book, pages 95-97 as reinforcement.

Included in the Student Book is a personal check. You can cut it out and show her where to sign it. Also point out the place where she can read the amount and have her tell you how much it is. You can use this check later in the dialogue situation.

Have her practice her signature several times. Use the commands to tell her what to do and where to sign. Remember, she doesn't have to say the commands, only understand and respond to them. Try and say them as often as possible because these are the ones she will hear at the bank.

TIME: 10-15 minutes

LESSON 19-B page 239 ESTIMATED TIME: 20 min.

VISUAL AIDS: See bank hours below

Objective: Student will be able to read banking hours and respond to "When" questions

Teaching Box

When does it open?	At 10 (M-F)
When does it close?	At 3 (M-Th) 6 (F)
When does it open on Mon ? Tue ? etc.	

Review banking vocabulary, days of the week--including the written words, and numbers 1-12. You can also go back to SIGNS and review OPEN/CLOSED and store hours.

"When" is hard to teach. It's used in a variety of structures, but it most often means the same as "What time". The problem is that the listener must hear the tense (past, present, future) to respond with the correct answer. "When did he come" and "When will he come" require very different answers. Right now we don't want to complicate an already complicated concept, so we'll try to learn the "What time" meaning of "When" and leave it at that for the time being.

Once you have finished your review, show her the bank hours in the Student Book, page 99 and proceed with the following lesson.

Use the picture or write the following information on a chalkboard or piece of paper.

T Look:

Bank Hours

Mon - Thurs	10 - 3
Fri	10 - 6

T Show me Monday
S *(points)*

T Show me 10:00
S *(points)*
T *(point to the 10)* Listen
It opens at 10
It opens at 10

(point to 3)
It closes at 3
It closes at 3

T Show me open
S *(points to the 10)*
T Show me closed
S *(points to the 3)*

T Listen: When does it open?
When does it open?

What time does it open?
When does it open? The same

When--What time. The same

When does it open? (*Cue: point to the 10*)

S 10:00
T It opens at 10:00
S It opens at 10:00

T When does it close? (*emphasize the word "close"*)

S 3:00
T It closes....
S It closes at 3:00

T When does it open?
S It opens at 10:00

T Listen: When does it open?
When does it open?
(*point to repeat*) When does it open?

S When does it open?
T Again.
S When does it open?
T At 10:00
Ask me "close" (*Cue: When....*)
S When does it close?

T It closes at 3:00
Show me Friday
S (*points*)
T When does it open on Friday?
S It opens at 10:00
T When does it close on Friday?
S It closes at 6:00.

NOTE:
This question is very long and even though she knows all the words, it's hard to put them all together. You may have to repeat the question several times and cue her a lot before she gets it.

Continue to ask When does it open/close on (day) with other days of the week. You can also use the other store hours in the Student Book, page 99 to practice this question.

TIME: 20 minutes

ESTIMATED TIME: 10 min.

VISUAL AIDS: Money: various bills & coins

Objective: Student will be able to act out a dialogue about asking for change in a bank.

Teaching Box

NOI	I want change for this, please.
TELLER	OK, what do you want?
NOI	I want quarters
TELLER	Here you are.
NOI	Thank you.

There is no picture to accompany this dialogue because you and your student can act it out easily yourselves. Make sure she understands that she is in a bank and that you are a teller. It's also a good idea to take her to a bank after she has learned the dialogue and have her get change. Some stores will also give change, but often they won't. It's better not to expose her to negative responses at this time so the bank is the best way to obtain change.

TIME: 10 minutes

ESTIMATED TIME: 10-15 min.

VISUAL AIDS: I.D.
a check

Objective: Student will be able to act out a dialogue about cashing a check at a bank

Teaching Box

NOI	I want to cash a check, please.
TELLER	Do you have an account with us?
NOI	No.
TELLER	Do you have two I.D.'s?
NOI	Yes (shows I.D.'s)
TELLER	Please sign here.
NOI	(signs)
TELLER	(Counts out the money) Here you are.
NOI	Thank you.

Your student may or may not have an established account with a bank. If her family does, you can adjust the dialogue. If not, you will have to make sure she has some I.D. and teach her that vocabulary word. It's a good idea for her to have some form of I.D. anyway, and it gives her an added sense of importance. You can usually obtain an official I.D. card from the Department of Motor Vehicles. You will have to go with her to help with some of the information she needs. She will have to know her address, date of birth, place of birth (city) and her height and weight. Practice these before you go so she is the one who answers the clerk's questions. Banks usually accept her I-94 and Social Security card as second I.D.

A good task to follow up this lesson with is to write her out a personal check and take her to your bank to cash. You can go in with her or you can call ahead at the bank and warn them that she is coming. Banks are usually very helpful.

TIME: 10-15 minutes

ESTIMATED TIME: 10-20 min.

VISUAL AIDS: Bank deposit slip

*Objective: Student will be able to make out a deposit slip at the bank

Teaching Box

What's that?	It's a deposit slip the date my name the amount (how much)

Prior to teaching this optional lesson, you must know whether your student has an account at the bank. If her family doesn't, you can skip this lesson for now.

There may be a time in the future when your student will have the occasion to deposit checks because her husband is working. The process isn't difficult and requires little or no language, but she must be able to fill out the deposit slip correctly. If your student has some literacy skills, she should be able to do this, but if she has a great deal of difficulty writing her name, you might reconsider teaching this lesson.

TIME: 10-20 minutes

*OPTIONAL LESSON

UNIT 20

SCHOOL

GOAL: STUDENT WILL BE ABLE TO RESPOND TO QUESTIONS ABOUT HER CHILDREN'S SCHOOL

Objective 20-A	Student will be able to distinguish between elementary, jr. high and high school
Objective 20-B	Student will be able to respond to questions about her children's grade level
Objective 20-C	Student will be able to identify her children's teachers by name
Objective 20-D	Student will be able to identify common school equipment
Objective 20-E	Student will be able to identify school subjects
Objective 20-F	Student will be able to answer general questions about school.

Lesson Teaching Box

What is that?	It's a school an elementary school a jr. high school a high school
Does your son/daughter go to school?	Yes/No
Which school?	He/She goes to elementary jr. high high school
Which grade? What grade is he/she in?	He/She is in 1st grade 2nd 3rd etc.
What is he/she?	He/She is a teacher student
What's his/her name?	His/Her name is Mr._____ Mrs._____ Miss_____
What does he/she need for school?	He/She needs a notebook a pencil a pen paper gym clothes
What do you study?	I study English
What does he/she study?	He/She studies English reading writing spelling math (numbers)
Is it hard/easy?	Yes/No

Are you a student?	Yes
What do you study?	I study English
Where do you go to school?	I go to Community House
Who is your teacher?	Debbie is my teacher
Do you like school?	Yes

(Do the same with her children's school)

If your student has children, she will be interested in knowing something about their school. If she has never been to school herself, it will be difficult for her to understand the workings of any school system.

This lesson will help her understand a little about how American schools are set up, what her children need for school and what they will learn. Towards the end of the lesson are a series of questions intended to encourage a conversation. The question words have been taught in previous lessons and now it's time to bring them together in a more meaningful way. This may be too hard for your student, but try anyway.

LESSON 20-A page 246

ESTIMATED TIME: 10-20 min.

VISUAL AIDS: Pictures
3 colored pencils

Objective: Student will be able to distinguish between elementary, jr. high and high school

Teaching Box

What's that?	It's a school an elementary school a jr. high school a high school
Does your son/daughter go to school?	Yes/No
Which school?	He/She goes to elementary jr. high high school

Use the pictures in the Student Book, page 100, to teach the vocabulary for this lesson. The idea of elementary, jr. high and high school is difficult to get across, especially to someone unfamiliar with education. The best way to convey the concept is through age groups as shown in the pictures. Ask her how old each of her children is and make a chart for yourself (with names and ages). Then show her which child goes to which school using the pictures.

The word "Which" cannot be explained. You can show her the meaning by using it when she must make a choice about something. To demonstrate "which" try the following:

Get three pencils, each a different color. Put the three pencils in front of her and then say: Give me a pencil. When she goes to choose a pencil to give you, stop her and say: No, I don't want that pencil. Listen: (reverse roles with your student by assuming her seat or standing behind her) Which pencil? Which pencil? (Point to one of them and say: "I want the red pencil." You can do this same exercise with other objects and have your student practice the "Which" question. Remember, you are trying to get across to her how "Which" is used. Once she's learned the vocabulary in the teaching box, proceed to teach her the "Which" question in the following way:

T Does your son go to school?
S Yes
T *(Put the three pictures before her.)* Which school?
Which school?
(Point to each school and elicit an answer) This school? This school *(shrug)*

S *(Points to elementary school)*
T He goes to elementary school. Elementary school.
S Elementary school.
T *(Cue: He goes...)*
S He goes to elementary school.

Continue in this way with each of her children. If none of her children go to school, teach her "They don't go to school yet." Go ahead and teach her the vocabulary, however, since they will eventually go to school.

TIME: 10-20 minutes

T Listen: He's/She's in 5th grade. 5th grade
(*Point to repeat*) He's in....

S He's in
T 5th grade
S 5th grade
T He's in 5th grade
S He's in 5th grade
T Again
S He's in 5th grade

T What grade is he in? (*point to the elementary school pictures and cue: He's in...*)

S He's in 5th grade

T Which grade? (*point again*)

S 5th grade

Continue in this way with all her children and their grades.

TIME: 10-20 minutes

LESSON 20-B page 247 ESTIMATED TIME: 10-20 min.

VISUAL AIDS: Pictures

Objective: Student will be able to respond to questions about her children's grade level

Teaching Box

Does your son/daughter go to school?	Yes
What grade is he/she in?	In the 1st grade 2nd 3rd etc.

Use the pictures in the Student Book, page 100 to teach grade levels. It's a good idea to find out her children's grade level from the sponsor if that is possible. Refugee children are not always placed in grades according to their ages.

You will have to introduce and practice ordinal numbers (1st, 2nd, 3rd, etc.) for this lesson. These are particularly difficult for refugees to pronounce, especially numbers ending with -th. Use flashcards to practice the ordinals up to 12. To introduce grades, you can follow the lesson plan below:

T Look at the picture (*elementary school*)
Which school is this?

S Elementary school

T Listen: 1st grade (*point to the elementary school picture*)
1st grade
(*Point to repeat*) 1st grade

S 1st grade
T Again
S 1st grade

T (*Point*) 2nd grade
S 2nd grade
T 1st grade, 2nd grade
S 1st grade, 2nd grade

T Show me 2nd grade
S (*Shows*)
T Show me 1st grade
S (*Shows*)

T 3rd grade
S 3rd grade
T Again
S 3rd grade

Continue in this way with all the grades for each school. She should be able to read the ordinals. Use flashcards. She may not understand the concept of grade levels and this is something that you cannot explain to her. If she has children in school, they should be able to get the idea across to her. If not, do the best you can with the pictures provided. It's hard to get across a concept that someone has no reference to in her own language. Continue with the lesson below.

T Does your son/daughter go to school?

S Yes

T Which school?
S Elementary school.

T How old is he/she?

S He/She is 10 years old.

VISUAL AIDS: Pictures:

Objective: Student will be able to identify her children's teacher by name.

Teaching Box

What is he/she?	He/She is a teacher a student
What is his/her name?	His/Her name is Mr.____ Mrs.____ Miss____
Who is your teacher?	My teacher is Debbie Mrs. Reck

Use the pictures in the Student Book, page 101 to teach "teacher" and "student". Your student knows you only on a first name basis. This will not be the case for her children in their schools. Therefore, you should teach her the formal MR. MISS, AND MRS. plus last names. You can use yourself as one example and her sponsors as another.

To teach formal titles, draw 3 pictures--a man and two women. Point to the man and say: "Mr." several times. Make up a last name or use your husband's name or someone she may know, like her sponsor. Then point to one of the women and say: "Miss"--she is not married. She is single. She has no husband. "Miss" + a last name. Finally, point to the last woman and say: "Mrs."--she is married. She has a husband. Her name is Mrs.____. You can also use the family picture on page 54 or any picture of a husband and wife to illustrate Mr. and Mrs. Go over these titles several times until she is able to distinguish between them all. Make sure your student understands that these titles are used with last names only. She cannot say, for example, Mrs. Debbie. This can be a problem, especially for Lao students who use their first names with titles.

It would be helpful to find out her children's teachers' names, but that can be a lot of work. Try to get her to find out from her children and tell you the next time you come. You can do this in the following way:

T What's Bopha's teacher's name? Her teacher, what's her name?

S I don't know.

T Ask Bopha.
Tell me tomorrow.

Follow up by asking her the next time. If she has forgotten or if she didn't understand, try asking her again in a different way. Act as though you really need that information.

TIME: 10-15 minutes

LESSON 20-D page 250 ESTIMATED TIME: 10 min.

VISUAL AIDES: See Below

Objective: Student will be able to identify common school equipment.

Teaching Box

What's that?	It's a notebook pencil pen paper book ruler
What do you need for school?	I need a _______
Do you need a chalkboard? notebook?	No Yes

Use the real items to teach the vocabulary above. She will probably already know many of them, but check anyway.

Relate the vocabulary to her own schooling experience--

T What do you need for school?
S I need a pencil, pen, and paper.

Then relate the vocabulary to her children's schooling--

T What does your daughter need for school?
S She needs a notebook

Use YES/NO questions to check comprehension--

T Do you need a chalkboard for school?
S No

If she says yes, she may not understand that some things are supplied for students free, like books, chalkboards and desks. They may also require other things such as a lunch, and sometimes clothes (gym clothes). Adapt this lesson to your student's situation.

TIME: 10 minutes

ESTIMATED TIME: 20 min.

VISUAL AIDS: A Book, Writing Materials

Objective: Student will be able to identify school subjects.

Teaching Box

Do you go to school?	Yes
What do you study?	I study English
Does your son go to school?	Yes
What does he study?	He studies reading writing spelling math (numbers) English
*Is it hard or easy?	It's ________

For this lesson, you can use pictures of students reading or writing if you have them available from other books or magazines. The subjects above can be demonstrated as described in the lesson plan below.

This is not an easy lesson because your student may not be familiar with school subjects. Go very slowly and practice the question and answer sequence above with all the subjects. Below is a plan that may help you.

T Do you go to school?
S Yes
T Why? For Lao? For Vietnamese? For Khymer?
S No. For English.

T Listen: I study English.
I study English.
(point to repeat) I study English.

S I study English.
T Again.
S I study English.
T What do you study? *(Cue: I study...)*
S I study English.

T Does your son go to school?
S Yes
T Which grade?
S 3rd grade

T What does he study?
S English
T He studies...
S He studies English.

*OPTIONAL

T What else?
S I don't know.

T Listen: *(Demonstrate reading with a book)*

He studies reading. reading.

S Reading
T He studies reading.
S He studies reading.

T *(Demonstrates writing)*

He studies writing. writing
S Writing.

T He studies...
S He studies writing

T Show me reading.
S *(Shows reading by picking up a book and acting out reading)*

T Show me writing.
S *(Shows by writing her name.)*

Continue to demonstrate the other subjects and practice as above.

TIME: 20 minutes

ESTIMATED TIME: ??

VISUAL AIDS: None

Objective: Student will be able to answer general questions about school.

Teaching Box

Are you a student?	Yes
What do you study?	I study English
Do you study math?	No
Who is your teacher?	Debbie
Do you like school?	Yes
Do your children go to school?	Yes
Which school?	Elementary school
What grade is your son in?	2nd grade
Does he like school?	Yes
What does he study?	He studies reading and writing
Is spelling hard?	Yes
Is reading easy?	No
Does he like his teacher?	Yes
What's his teacher's name?	Her name is Mrs.____

The above is a culmination of many of the questions you've previously taught her. If she responds with short but correct answers, she understands and that is what is important. If your student is very sharp, get her to ask you some of the questions.

This lesson should be carried through in a relaxed, easy manner. Don't pressure her if she doesn't understand all the questions. Try to appear as though you're having a conversation on a bus someplace.

TIME: ???

CHECKLIST

OBJECTIVES: Lessons 18, 19 and 20

1._____Student can buy stamps at the post office.

2._____Student can address and mail a letter.

3._____Student can cash a check at the bank.

4._____Student can get change at the bank.

5._____Student can name the school and grade level of each of her children.

6._____Student can identify school subjects (reading, writing, spelling, math or numbers, English)

UNIT 21

CALENDAR

GOAL: STUDENT WILL BE ABLE TO IDENTIFY THE MONTHS OF THE YEAR

Objective 21-A	Student will be able to say the months of the year
Objective 21-B	Student will be able to say the present, past and future year
Objective 21-C	Student will be able to say the present, past and future month
Objective 21-D	Student will be able to respond to questions about her birthdate
*Objective 21-E	Student will be able to identify today's date

*OPTIONAL LESSON

LESSON 21 page 256

ESTIMATED TIME: Several days

VISUAL AIDS: Flashcards

GOAL: Student will be able to identify the months of the year.

Lesson Teaching Box

What are the months?	Jan. Feb. March etc.
What is this month?	It's Jan.
next	It's Feb.
What was last month?	It was Dec.
What is this year?	It's 1981
next	1982
was last	1980
What's your birthdate?	It's mo. day year
*What's the date today?	It's mo. day year

Your student will feel that it's necessary to learn the months of the year even though she will probably never be able to read a calendar, at least not in the near future if she is illiterate. But she hears her children learning the months at school and she watches her husband copying them laboriously so, like the alphabet, she believes that once she knows them, her English acquisition is guaranteed. The months are not essential to her survival, but they are good to know.

You can use the calendar in the Student Book, page 103, for this lesson.

TIME: Several days

LESSON 21-A page 257

ESTIMATED TIME: Perhaps several days

VISUAL AIDS: Calendar

Objective: Student will be able to say the months of the year.

Teaching Box

What are the months?	Jan. Feb. March etc.

This lesson will be easy if your student understands "months". If she doesn't understnad the concept of a calendar, you'd better see if you can get her husband to translate for you, or one of her children. Once she understands the idea, the rest is memorization.

Teach the months as you did numbers and time. Do 4 or 5 months a lesson and continue to go back and review as you introduce each new series of months. If your student is sharp and wants to write them, teach her the abbreviated forms. You can give her a calendar to copy from.

TIME: Perhaps several days

ESTIMATED TIME: 10-15 min.

VISUAL AIDS: Paper or Chalkboard; Calendar

Objective: Student will be able to say the present, past and future year.

Teaching Box

What's this year?	It's 1981
What is next year?	It's 1982
What was last year?	It was 1980

There are two things you need to concentrate on in this lesson--pronunciation of the years and the concept of now, next and last.

To teach the concept of "year" you can show your student her I-94 form and point out the various years as you repeat "year". Contrast this by pointing to the months on a calendar and say: "month". Then proceed with this lesson.

T (*Write 1981 on a piece of paper or chalkboard if you have one.*)
Listen: It's 1981. This year is 1981.
It's 1981. (*point to the number*)
It's 1981.

(*Cover 81 and say...*) 19 19 19
(*point to repeat*) 19

S 19
T (*Cover 19 and say...*) 81 81 81
S 81
T (*Uncover and say...*) 1981
S 1981
T Again.
S 1981
T What's this year? (*Cue: It's...point to 1981*)
S It's 1981.
T Again. What's this year? (*don't point*)
S It's 1981.
T (*On the paper write in a column the following:*)
1980
1981
1982
1983

Have your student read each year. If you have to, cover and uncover the numbers as you did initially.

T Listen: Show me this year. (*If she doesn't understand, point for her and repeat "this year".*)
What's this year?
S It's 1981.

T *(point to 1981)* This year
(point to 1982) next year
next year

(point to repeat) Next year

S Next year
T Again
S Next year

T What's next year? *(Cue: It's...point to the number if you have to.)*
S 1982
T What's this year?
S It's 1981.

Continue in this way with "last". Make sure she says "was" as well.

TIME: 10-15 minutes

ESTIMATED TIME: 10-15 min

VISUAL AIDS: Calendar

Objective: Student will be able to say the present, past and future months.

Teaching Box

What's this month?	It's Jan.
next	Feb.
was last	Dec.

Review months.

This lesson is essentially the same as the last lesson except for one disadvantage--you will not have the benefit of a written cue, unless you've taught her to read the months. She must know her months very well before you attempt this lesson. Basically, you want to reinforce the concepts of now, next and last.

TIME: 10-15 minutes

LESSON 21-D page 261 ESTIMATED TIME: 10-15 min.

VISUAL AIDS: None

Objective: Student will be able to respond to questions about her birthdate.

Teaching Box

How old are you?	I'm 31
What's your birthdate?	(My birthdate is) Dec. 8, 1949
When were you born?	Dec. 8, 1949

Find out your student's birthdate before you do this lesson.

"Birthdate" is hard to explain or show, which is why it wasn't taught earlier in Chapter 2. She should have an idea of dates now--at least months and years. She has probably had to answer a lot of questions (translated) about her birthdate for various forms. Many refugees don't know their birthdates and are given one randomly when they come to the U.S. Like most of her personal data in Chapter 2, you will want her to memorize her birthdate so she can respond appropriately to the two questions in the Teaching Box.

TIME: 10-15 minutes

LESSON 21-E page 262 ESTIMATED TIME: 10-20 min.

VISUAL AIDS: Calendar

*Objective: Student will be able to identify today's date.

Teaching Box

What's the date today?	It's month day year

Begin this lesson by reviewing months and teach her to read the abbreviated form of each month, if you haven't already done so. Practice with flashcards.

This is an optional lesson because it requires knowledge of a calendar. Even if your student learns to read the months, she will have difficulty reading a calendar because that requires some spatial differentiation. She must read columns down and across and that is extremely difficult for a non-reader. She must also know the number of days in a month and year, otherwise she will just continue counting--Jan 32, 33, 34, etc.

If your student seems capable of tackling this lesson--you should know from her other writing and reading endeavors--do this lesson. Go slowly and don't try to teach her everything in one day.

TIME: 10-20 minutes over a couple of days

*OPTIONAL LESSON

UNIT 22

COMMUNITY RESOURCES

GOAL: STUDENT WILL BE ABLE TO IDENTIFY AND LOCATE COMMON COMMUNITY RESOURCE LOCATIONS

Objective 22-A	Student will be able to identify common resource locations using a simple map
Objective 22-B	Student will be able to describe the locations of various community resources
Objective 22-C	Student will be able to act out a dialogue about going to a specific location.

Lesson Teaching Box

Show me...

the bank
the post office
the market
the doctor's office
the welfare office
the dentist's office
the hospital
the restaurant
the drugstore
the Mall
the church
the police station
the bus station
the fire station

Where is the ______?

On ______ Street
on the corner
across the street
downtown
next to
It's near
It's far

Dialogue: "Where are you going?"

The lesson is very brief and concerns teaching her about some of the more common community resources available. She will already be familiar with many of these places, but others like the Mall, may be new for her. Of course, it's always desirable to see them first hand, but when that's not possible, use the pictures in the Student Book, page 111. If you can find other pictures to supplement those in the Student Book, use them.

ESTIMATED TIME: 20 min.

VISUAL AIDS: Pictures

Objective: Student will be able to identify common community resource locations using a simple map.

Teaching Box

What's that?	It's a bank
	a post office
	a market
	a doctor's office
	a hospital
	a dentist's office
	a welfare office
	a drugstore
	a Mall
	a church
	a restaurant
	a police station
	a bus station
	a fire station
Show me....	the bank
	the post office
	etc.

Use the map in the Student Book, page 111 to teach the vocabulary in this lesson. If the pictures are not clear, try creating situations that demonstrate the purpose of these locations. You can also use some of the other pictures in the Student Book (for the bank, post office, market) to help reinforce the vocabulary.

You don't have to teach all the locations in one lesson. Since she may already know many of these, it is possible to cover the material in a single lesson, but make sure she understands the material and don't rush through it.

TIME: 20 minutes or several days

LESSON 22-B page 266

ESTIMATED TIME: 10-20 min.

VISUAL AIDS: Picture

Objective: Student will be able to describe the location of various community resource locations

Teaching Box

Where is the ______?	It's on ______ Street on the corner across the street downtown next to
Is it near? (your house?)	Yes, it's near No, it's far

Review locations using the picture in the Student Book, page 111 . You will want to use the same picture for this lesson.

After reviewing the locations, point out the streets and street names. Teach the directions by having her ask you "Where is the _____?" and then reverse and you ask her.

Depending on your student, you can expand this lesson by using several prepositions (in, on, next to, between) together. For example:

T Where's the post office?

S It's on K Street on the corner near the bank.

You can get her to combine these phrases by pointing. Have her then repeat the entire sentence.

Once you finish asking "Where" questions with the picture, have her close the book and ask her about real locations. She will probably not know which streets the various locations are on so you can use "near" and "far" instead. For example:

T Where is the market?
S It's near my house.
T Where is the post office?
S It's far.

You can get very elaborate if your student is sharp. Ask her "Do you need to take the bus?" "Can you walk to the post office?" Get her to draw a map of her area if she can. Don't expect your student to be able to do any of these things if she is a slow learner. The information in the box will be plenty for her.

TIME: 10-20 minutes

ESTIMATED TIME: 10 min.

VISUAL AIDS: None or simple map

Objective: Student will be able to act out a dailogue about going to a specific location.

Teaching Box

SPONSOR:	Hi, Noi. Where are you going?
NOI:	I'm going to the Asian Store.
SPONSOR:	Oh, where is it?
NOI:	It's on "K" Street.

Teach this dialogue as you've taught the others. You can change the locations around and add information if you want. You can also use the picture in the Student Book, page 111 as a stimulus and reference for other locations.

TIME: 10 minutes

CHECKLIST

OBJECTIVES: Lessons 21, 22

1._____Student can say the months of the year.

2._____Student can say and write her birthdate (month, day, year).

3._____Student can identify 10 common community resource locations (See Lesson 23-A).

UNIT 23

RECREATION

GOAL: STUDENT WILL BE ABLE TO IDENTIFY AND TALK ABOUT PLACES FOR RECREATION

LESSON 25 page 270 ESTIMATED TIME: ???

VISUAL AIDS: Pictures

GOAL: Student will be able to identify and talk about places for recreation

Lesson Teaching Box

What's that?	It's a zoo a park a beach the mountains the Mall a museum a lake/river
Do you like the zoo?	Yes/no
Is it cheap or expensive?	It's cheap It's expensive
How much?	It's free

Given your student's limited funds and means of transportation, the above recreational areas offer a place to take her family other than the local market. Most are free and can be reached by bus. Eventually her family will probably acquire a car and the above will give her an idea of the various things she and her family can do.

Use the pictures in the Student Book, page 111, to teach the vocabulary. Since this is the last chapter in this book, it might be a nice closing gesture to take your student and her family on an outing to one of these areas.

TIME: ???

APPENDIX A

CULTURAL NOTES

You will probably hear Asian refugees referred to in one of two ways: Indochinese or Southeast Asians. Both are correct but do not mean exactly the same. Indochinese or Indochina refers to a political term that grew out of the French colonization of Vietnam, Cambodia and Laos. Since these are the countries in which thousands of refugees have fled, it is probably the term used the most to describe them. Southeast Asians or Southeast Asia includes the people and countries of Laos, Burma, Malaysia, Thailand, Cambodia and Vietnam.

In recent years there has been an inordinate number of people entering the U.S. under the status of refugee. What exactly is a refugee? In terms of entrance into the U.S., a refugee differs from an immigrant in that they have been forced (rather than have chosen) to leave their native countries, usually because of political or social persecution. The refugees' entrance requirements into the U.S. are based on different criteria from immigrants and they enjoy special benefits such as designated financial assistance. A refugee brings with him or her the experiences of a sometimes tragic past. Their reason for coming to the U.S. is escape, often for their lives and their families' lives. Since 1975, over 600,000 refugees from Southeast Asia have entered the U.S. and their numbers are still growing.

The tendancy of many Americans is to group all refugees under convenient labels and assume that the cultures of the Indochinese refugees are alike. As you come into contact with each group of people, the Lao, Vietnamese or Cambodian, the cultural, philosophical and social differences of each will become clearly evident. Information on differences among the countries is currently available, and there is little need to go into detail here. The cultural notes in this manual will relate to the teaching considerations an ESL teacher will have to make in dealing with the Southeast Asian refugee. At times, the information will be general since some common traits are shared by all the cultures. It is specific differences, however, that will interest and benefit the ESL teachers in their teaching, and these specific differences will make up the core of these notes.

The notes will be divided into categories which will relate to many of the survival skills refugees must learn.

NAMES

Southeast Asian names are extremely difficult for Americans because the order in which they appear is sometimes the direct opposite of that of Americans. Further, women's names are especially difficult because of the three countries involved. Some change and some don't upon marriage. See the examples below:

Vietnamese	Cambodian	Lao
MEN		
Nguyen Van Lo	Ouk Vaddana	Samphone Xayadeth
(LAST) (M) (1st)	(LAST) (1st)	(1st) (LAST)

The order of the Vietnamese and Cambodian names are the same. The Cambodians and the Laotians usually don't have middle names.

Nguyen (pronounced "Win") is a very common Vietnamese name, much like the American "Smith".

Women's names are somewhat more complicated:

Vietnamese	Cambodian	Lao
Husband's name: Nguyen Van Lo	Husband's name: Ouk Vaddana	Husband's name: Samphone Xayadeth
Wife's maiden name: Duong Thi Len (LAST)(M) (1st)	Wife's maiden name: Peoun Thai (LAST)(1st)	Wife's maiden name: Vanh Phompanya (1st) (LAST)
Married Name: Duong Thi Len or Mrs. Len	Married Name: (Ouk Thai) legal name	Married Name: Vanh Xayadeth
Legal name: Nguyen Thi Len	Informal name: Poeun Thai	Informal name: Vanh Xayadeth

Generally, the Vietnamese woman keeps her maiden name, but will use her husband's name for legal purposes, such as buying a house. The Cambodian and Lao women change their names legally, but the Cambodian woman is often informally referred to by her maiden name. When her name is spoken, she says her first name, then her last name.

In Vietnam, the middle name "Thi" is almost always feminine and "Van" almost always masculine.

Mr., Miss, and Mrs. are formal and used with Vietnamese first names, not last names. You would hear Mrs. Len and not Mrs. Nguyen. The same is true of Vietnamese men's names.

Children usually take their father's last name. Family members cannot use the same first names.

The Cambodian and Lao last names are fairly new for them.* Lao names are recognizable because they are often very long. Cambodians and Laos usually don't have middle names.

* Used only since the advent of Western influence.

FOOD

Below are grouped the most popular foods eaten by the three ethnic groups:

VIETNAMESE	CAMBODIAN	LAO
Rice (long grained)	X	X
Rice sticks		Glutinous rice or sticky rice
Rice flour		
Whole Wheat flour	X	
White flour	X	
Fish/Shellfish	X	X
Dried fish	X	
Chicken	X	X (and giblets)
Duck	X	
Pork	X	X
Beans (white, green)	Green beans	
Beef	X	X
eggs	X	X
Vegetables	X	X
Chinese noodles		X
Onions/Scallions	X	X
Lemons	X	X
Fruits	X	X
breads (Italian & French)	X (especially French)	X
garlic	X	X
ginger	X	X
fish sauce (nuc mam)	X ("Prahoc")	X (Nampla)
soy sauce	X	X
sugar	X	X
Vegetable oil/sesame	Cooking oil	Cooking oil
Salt and pepper	X	X
hot pepper	X	X
Fruit juice	X	X (citrus) fresh limes
tea/coffee/sodas	X	X (Nescafe is familiar)
Chopsticks		
Fine spices		

Generally, all the culture groups eat long grain rice frequently, but the Lao prefer the sticky or glutinous rice at almost every meal.

There are many Chinese influences in Southeast Asian cooking, especially in Vietnamese cooking. Chopsticks are not as common as most people believe throughout the three countries. In general, they are used by the Vietnamese, but large spoons and forks are more widely used among the three groups.

Fish, shellfish and vegetables comprise a great deal of Cambodian cooking. Pork in each country is probably eaten as much if not more than beef. Many dishes, especially in Laos, call for raw or undercooked pork so refugees must be told to cook pork thoroughly in the U.S. to prevent Trichinosis.

Southeast Asians love spicy hot foods. Sometimes the smell of their dishes is quite nauseating to Americans. Since Southeast Asians take a great deal of pride in their native dishes, they are thrilled when Americans like their food.

In turn, they may be offended when food offered is turned away, but the offense will not be noted on the Asian's face.

Milk is not a common drink in Southeast Asia. Generally, adults don't like it and often children do not care for it either.* Don't be surprised if both adults and children get up-set stomachs from fresh milk. Since many Southeast Asians have never drunk milk, their bodies are said to not produce the enzyme which is needed to digest the milk.

* In Vietnam, when people do drink milk, they prefer condensed milk or milk with sugar added.

Many Americans mistakenly believe all Asians like tea. In fact, this is not the case any more than it is in the U.S.

Southeast Asians are used to buying most or all of their food fresh daily. Except in the larger cities, refrigerators are rare or nonexistent, because there is not always electricity and because they are expensive. Therefore, the refugees are not familiar with their usefulness. Shopping on a weekly rather than a daily basis can be difficult for them to adjust to. The freezer and frozen foods are particularly new concepts for many. They need to be shown proper thawing techniques as well as which foods can be frozen and which should not.

Americans have many modern conveniences to help in food preparation, many of which are unfamiliar to Southeast Asians. Outside the cities, S.E. Asians usually cook their meals over a hot fire fueled by kerosene, wood or coal; ovens are rarely seen in a household.

Many refugees are totally unaware of our hunting and fishing regulations. The idea of conservation of animal resources is a foreign idea to them; since fishing, in particular, is a popular means of providing food, they should be told of our laws. Laotians are used to eating their meals on a floor covered with mats. Typical meals for all three groups might go something like this:

Breakfast: rice (sometimes fried) (sticky rice - Laos)
light soup
vegetable dish
steamed meat or dumplings
pork or chicken
noodles

Lunch: rice (sticky rice - Laos)
vegetables
meat dish
noodle soup

Dinner: rice (sticky rice - Laos)
soup
vegetables
meat
fish

WEATHER

No. Vietnam

4 seasons
No snow

Lowest temperature 40°
Highest temperature 90°

Cambodia

Same as Vietnam

No. Lao

4 seasons
The temperature is warm at all times (75°)

So. Vietnam

2 seasons:
___Rainy (May - Oct.)

___Hot (April - Oct.)
temperatures range from 60° to 95° all year

Central & So. Laos

2 seasons:
___Rainy

___Hot or dry

Although South Vietnam and Laos have basically two seasons, (rainy and hot), winter, spring, summer, and fall do exist but are short and so unlike the U.S. seasons that they are grouped into the two described above. Fall and Spring are very short and summer and the rainy season much longer. Mountainous regions in Cambodia and Laos, where many of the Hilltribe people live, are cooler, but there is no snow. Because of the relative stability of the temperatures in Southeast Asia, refugees often have difficulty adjusting to the extremes in climate in the U.S.

FAMILY

The family unit is the center of all Southeast Asian societies. Families are generally large, sometimes supporting not only the immediate family members, but grandparents and the elderly extended family members as well. Often, sons and daughters will live with the parents after marriage, except in Cambodia, where sons and daughters leave upon marriage.

Children are regarded as the future of the family. Their behavior, success or failure, is a reflection on the family unit. Children must respect and obey the wishes of their parents and must share in the responsibility of keeping the family unit strong and stable.

In all the Southeast Asian societies , the family structure is patriarchial. The father is the decision-maker and ultimate authority of the family. The mother or wife is in charge of all household work. Generally, she deals with anything within the house and he anything outside the house.

The family unit is the strongest element in Eastern cultures. The roles and functions of each family member are extensively defined. The sense of independence encouraged by parents in the U.S. is a foreign concept to the Southeast Asians. The fragmentation of families and the influence of American culture and education has greatly affected refugee families.

SENSITIVE CULTURAL AREAS

There are always do's and don'ts for every culture and naturally it's good to know and understand these if one wishes to socially relate to any ethnic group. As teachers, we are concerned with two cultures: the one we're teaching (English) & the one we're teaching to. Just as it's helpful for us to understand customs of Laos, Vietnam and Cambodia, it is vital that they understand our ways as well.

The problem then with do's and don'ts is that sometimes we are so sensitive to their culture that we forget that students must learn that everyone else will not understand their customs as their teachers do. They should be prepared to deal with any contingency; therefore, the teacher has a responsibility to prepare them by exposing them to American customs which do not conform to their own.

Remember that a teacher is thought of as the authority--that what a teacher does is seen as correct behavior because they are so highly respected. As teachers, we must make judgements for every situation in which we encounter a sensitive cultural area. We must react as Americans would, but at the same time, we need to expect certain responses from our students and be able to make them understand our ways as well. In a sense, we are preparing them for the "outside world" and we cannot do this by constantly being sensitive to their ways at the expense of ignoring the real world in which they must survive.

Below are a few of the more common do's and don'ts of Southeast Asian cultures.

Don't touch the head or upper portion of a student

The head is believed to be the most sacred part of the body, because it is the closest to God under heaven (a Buddist concept), while the feet are considered the lowest and dirtiest. There are times when touching a student's head is necessary, however--teaching the concept of fever, for example. The student will understand that this is necessary and in most cases will not be offended. Affectionately patting students on the head, however, is rude and cannot be justified.

Don't whistle or beckon for someone with your finger.

Southeast Asians usually call someone by using their flattened hand with fingers facing downward. Whistling and pointing can be offensive, but done with a purpose by a teacher can be quite acceptable. Again, it's a matter of judgment as to when and how these can be done.

Don't point your feet at someone or call attention to feet

This can be a little difficult when you're teaching body parts. Don't skip feet just because this is a sensitive area. Students can see the necessity of pointing feet out in a teaching situation. Just be aware of what you do with your feet.

Don't raise your voice in anger or show extreme displeasure on your face

Southeast Asians are unused to displays of emotion. You will be far more successful dealing with your students if you remain calm and cool at all times.

There are many more, but these will be of most concern to teachers.

GLOSSARY OF TERMS

analytical approach	This is one approach or theory of teaching ESL. The analytical approach seeks to take a language and break it down according to the needs of communication. A survival curriculum such as the one in this book uses the analytical approach. The steps in language learning are determined by what is needed for communication and not by a sequence of grammar.
audio/lingual or oral/aural approach	Probably the best known approach to language teaching, the oral/aural method seeks to "habituate" the language learner to a language by practicing patterns through drills and dialogues. Through mimicking and memorizing patterns, a student learns the language. Many of the aspects of the oral/aural approach are contained in this book.
aural	listening
aural test	A test aimed specifically at testing a student's listening ability. Aural tests can require any kind of response--spoken, written or physical. It should always be kept in mind that the teacher is testing what a student hears and understands and not how well a student reads, writes or speaks. For more information see "About Evaluations".
behavioral/ performance objective	A goal whereby a student must demonstrate knowledge of a learning point in some measurable way. 1. Student will write his first and last name correctly. 2. Student will learn his first and last name. Number 1 is a behavioral objective because it requires the student to perform an action that can readily be seen and measured. Number 2 is not a behavioral objective because there is no measurable evidence to show that "learning" took place.
comprehension check	A teaching technique that can take many forms but is intended to discover whether a student understands what's been taught. Comp checks can take many forms: question/answer, student pointing, rephrasing and even translation. As an example, let's say a teacher has just taught five new fruit items. The student knows colors very well so the teacher might ask "What color is the banana?" If the student says orange, he or she does not yet know the name for a banana. The teacher can further ask the student to point to the apple. If the student cannot, the teacher knows that more introductory work needs to be done. Small checks like this are better than asking "do you understand?" because they show or prove to the teacher that a student understands.

cue	A physical, visual or verbal stimulus directed at the student to elicit a desired response. For example, one kind of cueing is to say the first word of a question you want a student to ask: "What..." along with a picture of an action taking place will indicate to the student that you want the question "What is he doing?" In a sense, you are helping or assisting the student to perform from carefully placed "hints". Cues can include words, sounds, sentences, pictures, objects, or anything that aids in eliciting the response you want.
demonstrate or show	An introductory method in which a teacher uses actions, acting, objects or any means available other than explanation to show a new learning point. The demonstration method achieves understanding through the use of realia (real objects) and real situations to convey meaning. Translation and initial drilling are not features of the demonstration method.
drill	Practice of patterns through repetition. There are several kinds of drills, but the basic aim of all is to get the student to practice structural patterns, pronunciation and to essentially make a student comfortable with the language.
EFL	English as a Foreign Language. Teaching English, usually in a non-English speaking country, to someone as a foreign language.
elicit	To get students to produce known language without actually modeling (repeating) for them. Gestures and cues are common ways to get students to retrieve language without modeling or repetition.
error correction	Usually associated with oral skills, ways in which a teacher corrects mistakes made by students when producing the language. For more information about error correction see "About Error Correction."
ESL	English as a Second Language
evaluation evaluate	Generally in this book, a term used to mean "test". Students can be evaluated for placement into levels, (beginning, intermediate and advanced) and to measure progress. Evaluation can be written, oral, or teacher observation. See "About Evaluations".
idiom	An accepted phrase or expression that does not retain the literal meanings of the words used. Idioms are cultural and often localized. When teaching them the teacher should remember that students get confused because they tend to translate the literal meaning of individual words and cannot understand special meanings of words grouped together.* *For example, the idiom "Pick me up at 6:00" means a person will come by your house in their car and take you someplace. Literally, however, the student may visualize someone bodily picking them up at the stroke of six.

Indochinese	A political term for people who come from Vietnam, Laos and Cambodia. Formerly, all these countries were colonies of France. The term is not popular for this reason and the people prefer to be called Southeast Asians.
lexical item	A written word
lexicon	The words or vocabulary of a language
method/methodology	The procedures a teacher uses to approach a learning objective. There are many methods in ESL. The way you introduce new material and practice it is determined by the kind of student you have and your goals and objectives.
model	To show or give a verbal or physical example of what you want a student to do or say with the intention of having that student repeat. If you want a student to walk to the window, you can do it first to show what you want. If you want a student to repeat a sentence, you say the sentence first for her.
oral	Speaking
oral test	A test aimed specifically at testing a student's speaking ability. An oral test should not require any kind of reading or writing skills. For more information see "About Evaluations".
pace	The rate at which your lesson proceeds. This does not necessarily mean how fast or slow you speak, but the rate by which your practice activities and demonstrations proceed in a given lesson. Just because you may cover only one or two learning points in a lesson doesn't mean your pace is slow. Pace is determined by the level of student you have.
pattern practice	An exercise whereby students practice grammar or structural patterns through drilling or other means. For more information see "How to Practice New Material".
practice activity	Exercises in which the student demonstrates use of the target language in meaningful ways. For more information see "How to Practice New Material".
produce/production	Verbal or written usage of a language. Usually when we ask a student to read or write the language. There are different levels of production from simple repetitions to responding to questions from visual stimuli in the target language.
realia	Any real objects such as pens, books, table, etc.
skills	In ESL, includes the four basic skill areas: listening, speaking, reading, writing. A fifth skill might be pronunciation although that is often included in speaking. Activities and objectives are determined by targeted skill areas.

statement	A sentence that is not a question. "He is my friend."
structure	The grammatical framework of a language. All languages have consistent patterns of words. Words fit into a certain order. When learning a language, the student must learn the order or patterns of words in the language. Grammar is the formal labeling of a language's structure. For more information see "How to Teach Structure."
survival English	In a curriculum, English instruction that is aimed at providing the language tools to help a student function in a new or foreign environment.
TESOL	Teachers of English to Speakers of Other Languages. An international organization for language teachers and linguists.
translation approach	The oldest method for teaching and learning a language, the translation approach concentrates on identifying grammar rules and lists of vocabulary words and presenting these to the student via translation. This assumes high literacy skills and there is almost a total absense of oral or aural proficiency. A great many overseas students, especially in Asian countries, learn language through this approach. That's why you often find students who can read and write a language but cannot speak or understand when spoken to.
visual aids	Any object or picture that can be seen. Visual aids are used to make learning objectives understandable and more meaningful to the student. For more information see "How to Use Visual Aids."
Wh- question	Any question which begins with What, Where, Who, When, Why or Which. Wh- questions also include questions that begin with "How."
Yes/No question	A question that requires a yes or no response. Wh- questions are not yes/no questions. Are you a doctor? Did you come yesterday? Can you speak English?

APPENDIX C

TEACHER'S SELF-EVALUATION

____1. Did I have an objective?

____2. Did I accomplish my objective?

____3. Did I have a lesson plan?

____4. Did I follow it?

____5. Did I have all visual aids and materials ready?

____6. Did my lesson conform to time limits?

____7. Was there student confusion?

____8. Did I have a variety of practice activities?

____9. Was my pace fast enough that I didn't bore my students?

___10. Did my students understand the material?

___11. Was there more student talk than teacher talk?

___12. Was I able to predict problems and deal with them quickly?

___13. Were my gestures and cues consistent and clear?

___14. Did I review?

___15. Did I start and stop on time?

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This is not an instructional book but rather a guide put out by the Center for Applied Linguistics on various Women's programs throughout the country. It is very informative on Women's problems and a source of information on agencies and organizations currently aiding those problems.

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If you are interested in learning about some of the more recent methods developed in ESL, this is a good resource. Blair has put together different papers representing methods such as the Natural Approach, Total Physical Response and the Silent Way.

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This is basically an appendix of the English language. It will give the ESL teacher an idea about the break-down of the language and act as a guide through the grammar system. It is a resource and not a text.

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Practical guide to curriculum planning, lesson planning, adaption of materials and language testing. Discusses specific techniques for teaching pronunciation, grammar, reading and writing. Appendix contains useful definitions and extensive bibliography.

*Finocchiaro, Mary and Michael Bonomo; The Foreign Language Learner: A Guide for Teachers, Regents Publishing Company, Inc., 1973.

A well-written introduction to the basics of language teaching. Section headings are Teaching and Learning a Foreign Language; Developing a Curriculum; Teaching the Features of Language; Developing the Communication Skills; Providing Cultural Insights; Planning a Balanced Program; Making Effective Use of Materials and Techniques of Instruction; Testing and Evaluation; and Some Dos and Don'ts.

*Finocchiaro, Mary; Teaching English as a Second Language, Harper-Rowe, 1969.

All the books by Mary Finocchiaro are highly readable and recommended for beginning ESL teachers.

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A series of guides written to acquaint Americans who are new to language teaching with the various aspects of teaching English to the Indochinese refugees. The Guides which deal specifically with ESL teaching are listed in Series numbers. Specific Series numbers are listed in later sections of this Bibliography.

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ESL MATERIALS AND TEXTS

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A very useful curriculum and cultural guide for teaching Indochinese women. The curriculum is survival based and can be used by either a tutor or classroom teacher. All the lessons contain easy instructions for teaching the material. There is a minimum of literacy skills involved. Recommended for pre-literate women at beginning levels of English.

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Vol. I	Teacher's Manual, Lesson 1-40
Vol. II	A--Student's Book, Lessons 1-20
	B--Student's Book, Lessons 21-40
Vol. III	Visuals for Lessons 1-40

This is a survival course, developed for Asian adult students on the west coast, and particularly appropriate for Indochinese adults headed for immediate employment. There are supplements for Vietnamese (Vol. 10) and Cambodian (Vol. 11) which use translation to explain the material and cultural feature of English. The teacher's manual is especially useful for the inexperienced ESL teacher. Vol. 6, which is an intermediate volume, does not pick up where the beginning level ends. It is especially useful for good readers who need more conversation and pronunciation practice. This is a very popular series for Indochinese adult students and can be used in or out of the classroom.

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The two volumes of this series concentrate on survival skills, which include transportation, health, education, work, food, shopping, etc. Volume I is designed for beginning students. Volume II takes the same survival subjects as Volume I but adds more information for higher levels. The series has colorful, clear pictures and is easy to follow. It is highly recommended for literate beginning students.

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Another survival curriculum, this book can be used for any beginning student. There is a methodology described and very good pronunciation lessons included. Although this is not suitable for classroom use, it can give any teacher a variety of ideas and lessons for survival English.

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Teacher's Book
Student's Book
Literacy Workbook 1 & 2

This is one of the best survival curricula around. It is good for students one level higher than the HER Project materials. It is essential to get both the teacher's book and the student book to use this text. Excellent range of activities.

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Student 1
Student 2A
Student 2B

For the beginning student who might have some trouble learning English, this is a good series because it is very limited in vocabulary and very survival oriented. The first Lesson in Cycle I is on transportation, which provides instruction for a student to take the bus, possibly to class. The books can be used by both classroom teacher and tutors with literate or non-literate students.

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Series #9	"Teaching ESL to Illiterate Adults"
Series #10	"Teaching English to Refugee Adults - A Guide for Volunteers, Volunteer Coordinators and Tutors"

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Series #18	"Teaching English to Cambodian Students"
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Series #21	"English Pronunciation Lessons for Hmong"

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Christine Morton, Artist

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Student Book of Illustrations

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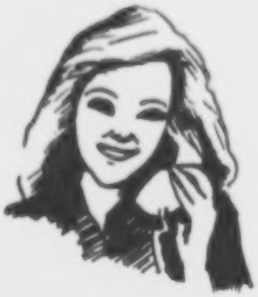
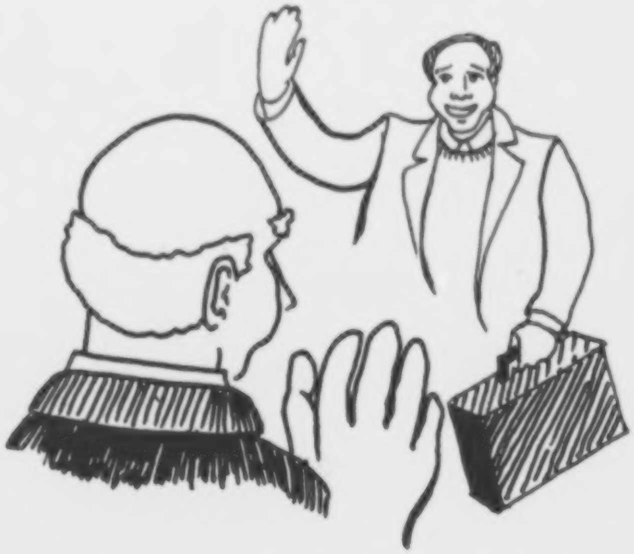
TO THE TEACHER

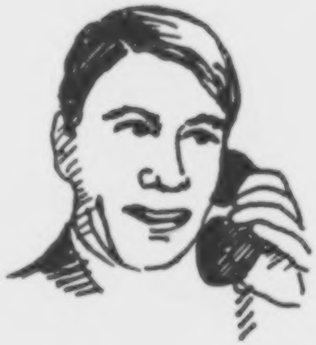
The illustrations in this book correspond with the lessons in the HER Project Teacher's Manual. All the lessons do not necessarily require pictures and only those deemed necessary were included.

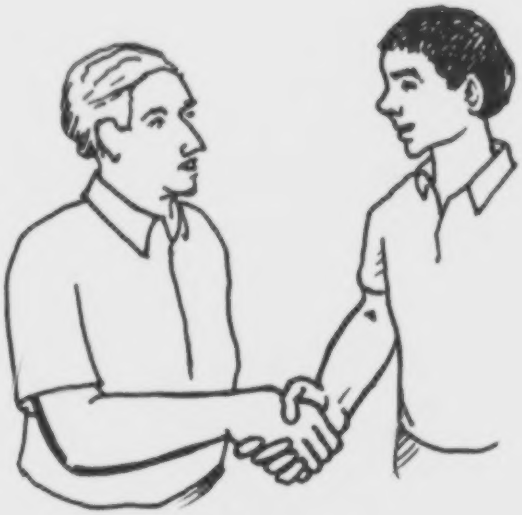
Along with the illustrations, there are also several simple writing exercises. Each exercise is preceded by Teacher's Notes which give the instructor ideas and procedures for doing the exercises.

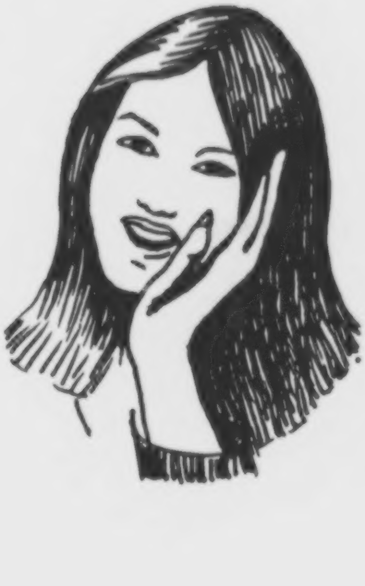
The illustrations can be used for both classroom and tutoring situations. To make asking questions and following the pictures easier for the student or students, it's good practice and a good idea to number the boxes or individual pictures before each lesson. The illustrations have purposely not been numbered in order to give the students the opportunity to do so themselves.











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TEACHER'S NOTES

Writing Numbers

Before your student begins writing numbers, first make sure she knows them orally.

At the left of each of the numbers on the student worksheet are darkened boxes. Have your student count these for you before beginning to write the corresponding number.

Below are outlined a few of the problems you might encounter when teaching an illiterate person to write:

1. Holding the pencil.
2. Writing on the lines.
3. Going from left to right.
4. Spacing between items.

You will notice that there is only 1 line from which to work from. It will be easier and less confusing for your student to deal with only one line rather than two or three lines at a time.

Your job will be to show your student how to write each number. Don't assume that she can just copy. If you need to, actually take her hand and move it in the right direction for each number. There are no elaborate arrows or guides in these exercises because the teacher serves as the guide.

The student should practice each number over 1 or 2 lines before proceeding to the next new number, whereupon the teacher again demonstrates how to write it. Introduce about 5 numbers at one time before proceeding. Don't take up too much of her class time by having her practice the numbers extensively. She can do this at home by herself once she has demonstrated to the teacher that she can form and space the numbers correctly.

Try to make sure that your student is not making the mistakes mentioned earlier. Go very slowly and take each new item step by step. Later, once she has practiced over a period of time, she will get faster and introducing new items for her to write will not be as painstaking as in the very beginning.

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■■■■ 4 4 4

■■■■■ 5 5 5

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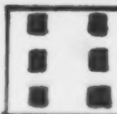

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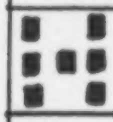

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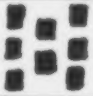

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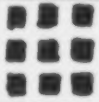

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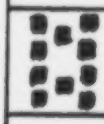

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TEACHER'S NOTES

Writing the Alphabet

Like numbers, the student should be able to recognize and say each letter before she begins to write. The use of flashcards is especially good for recognition.

Follow the same procedure as with numbers: demonstrate each new letter for the student; check to make sure she is forming and spacing correctly; allow her to practice one or two lines before proceeding; assign practice of new letters learned for homework after each lesson; check the next lesson to see if she has not forgotten how to form the letters.

You will encounter similar problems with letters as with numbers. They are:

1. Writing on the line.
2. Going from left to right and up and down the paper.
3. Spacing between each item or word.
4. Writing certain letters below the line (j, g, y, etc.) and above the medial position (h, l, d, b, etc.)
5. Capital letters

The letters in the exercise sheets are grouped so that the teacher can demonstrate 5 letters in one lesson. If your student has already had some experience with the alphabet, you can go on. If she is having trouble handling 5 at one time, show her only three and assign her homework.

a a a

b b b

c c c

d d d

e e e

f f f

g g g

h h h

i i i

j j j

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k k k

l l l

m m m

n n n

o o o

p p p

q q q

r r r

s s s

t t t

309

u u u

v v v

w w w

x x x

y y y

z z z

310

AAA

BBB

CCC

DDD

EEE

F F F

G G G

H H H

I I I

J J J

KKK

LLL

MMM

NNN

OOO

PPP

QQQ

RRR

SSS

TTT

314

U U U

V V V

W W W

X X X

Y Y Y

Z Z Z

315

Name ____________ ____________

(first) (last)

Address ______________________

______________________ (zip code)

Phone Number ____________

Social Security Number ___ __ ___

Age ______

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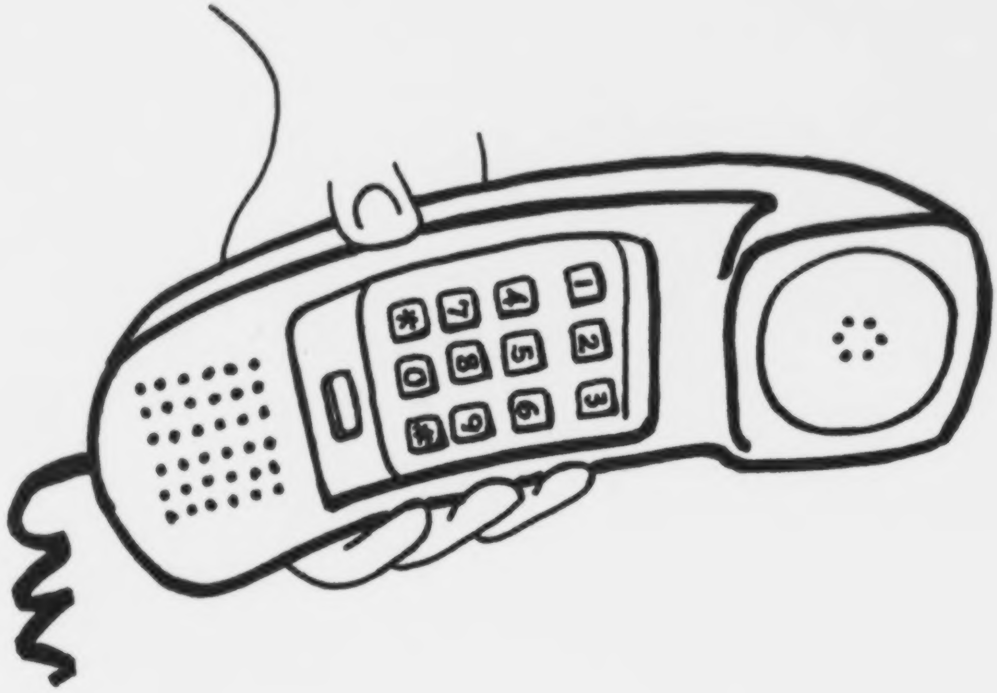
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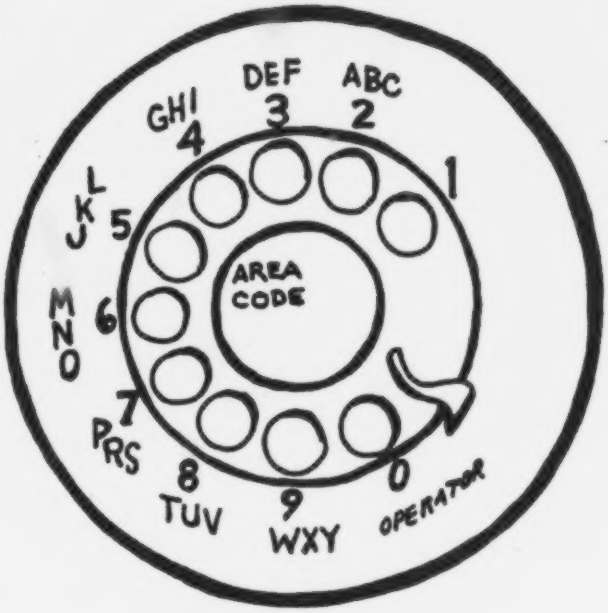
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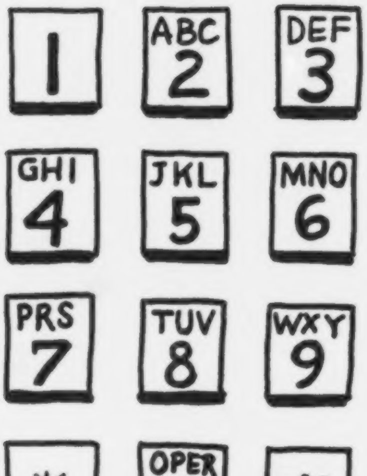
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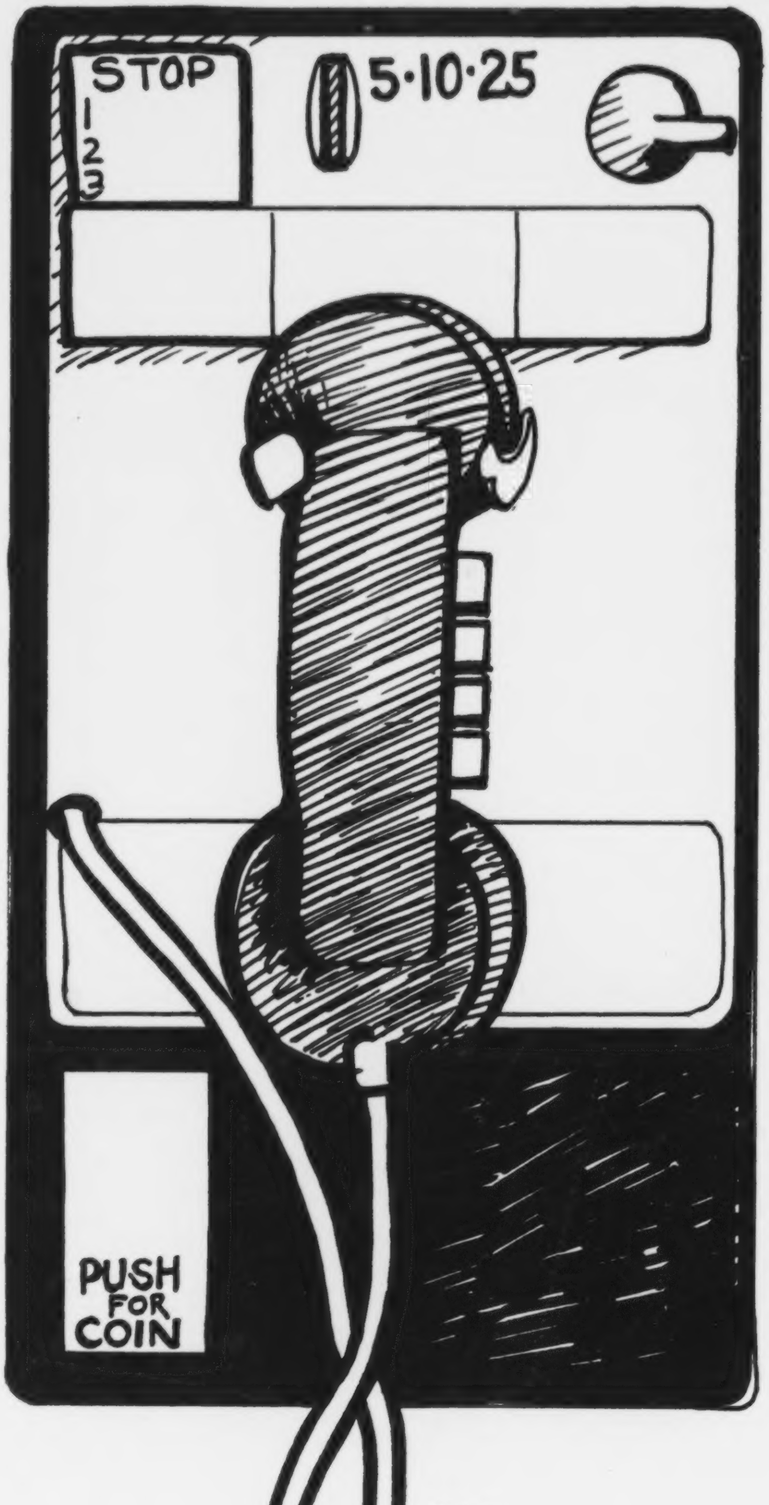
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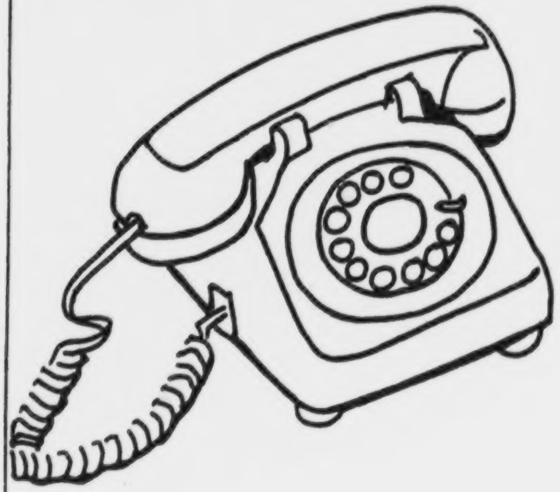

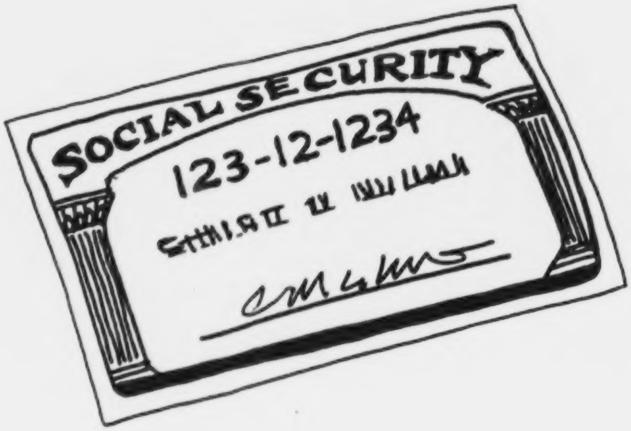
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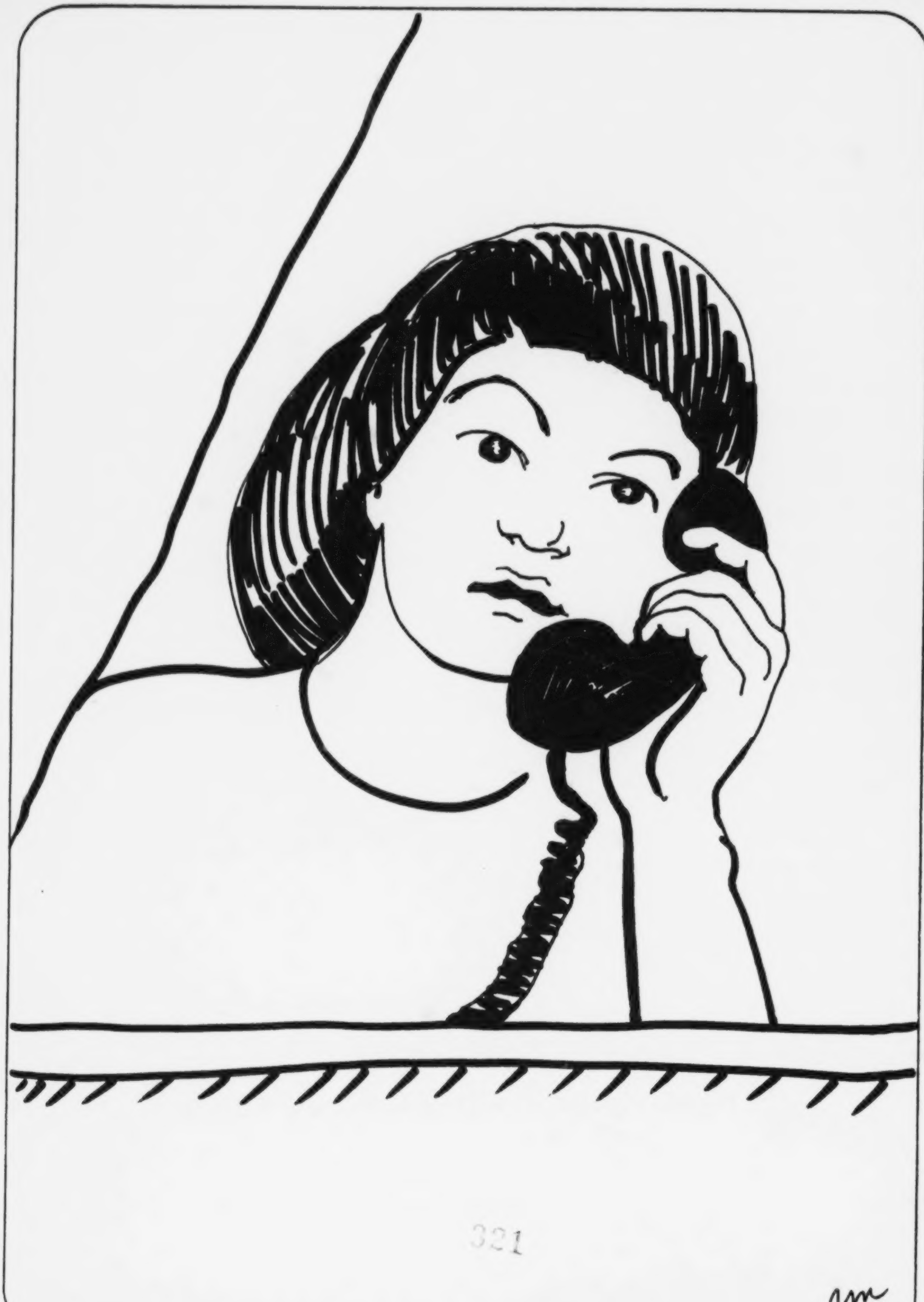
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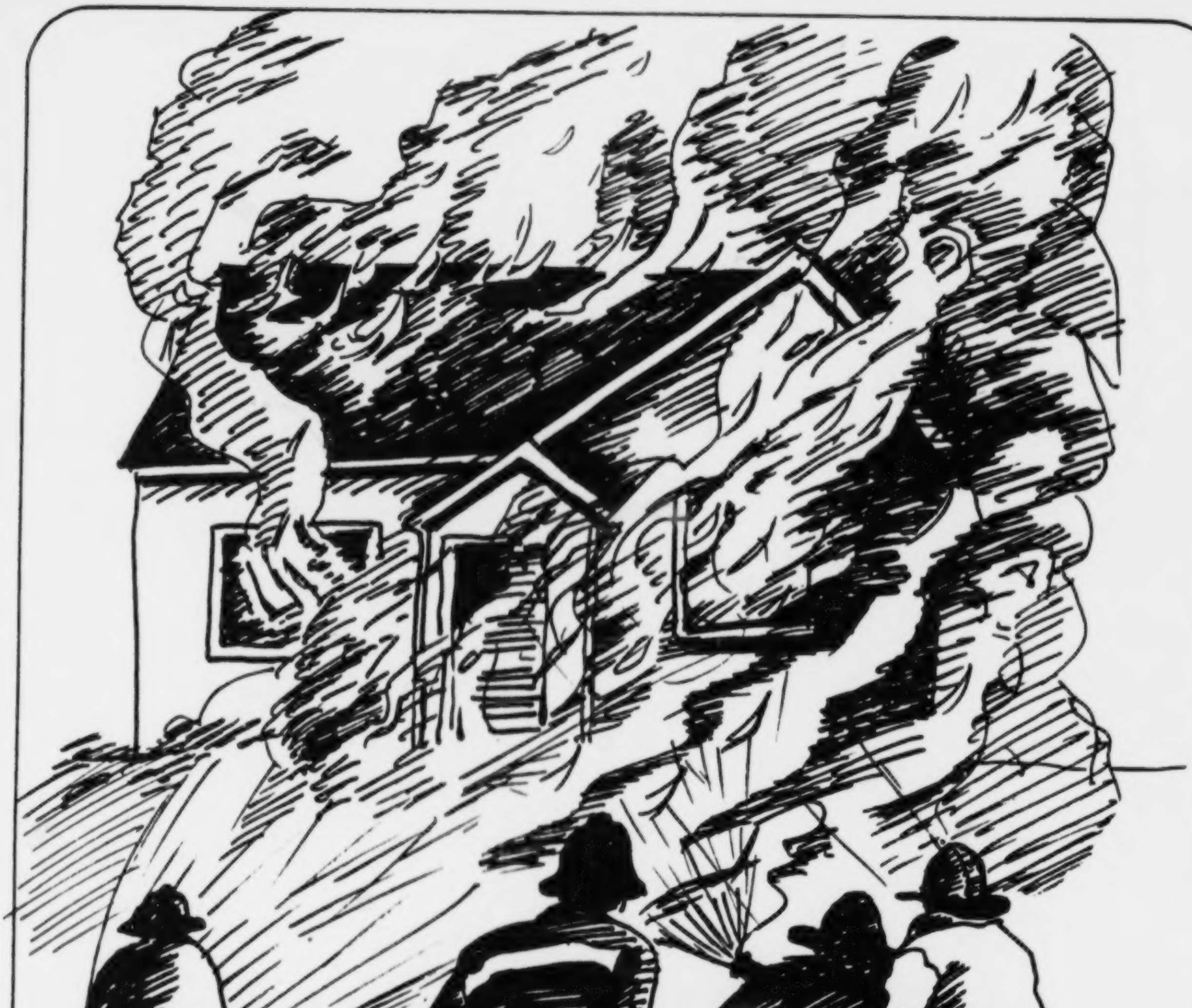

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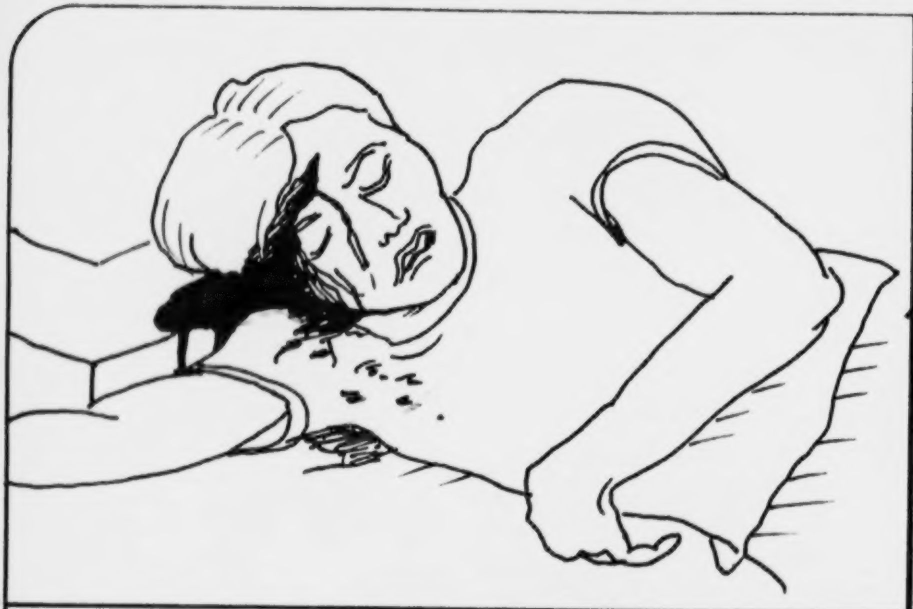

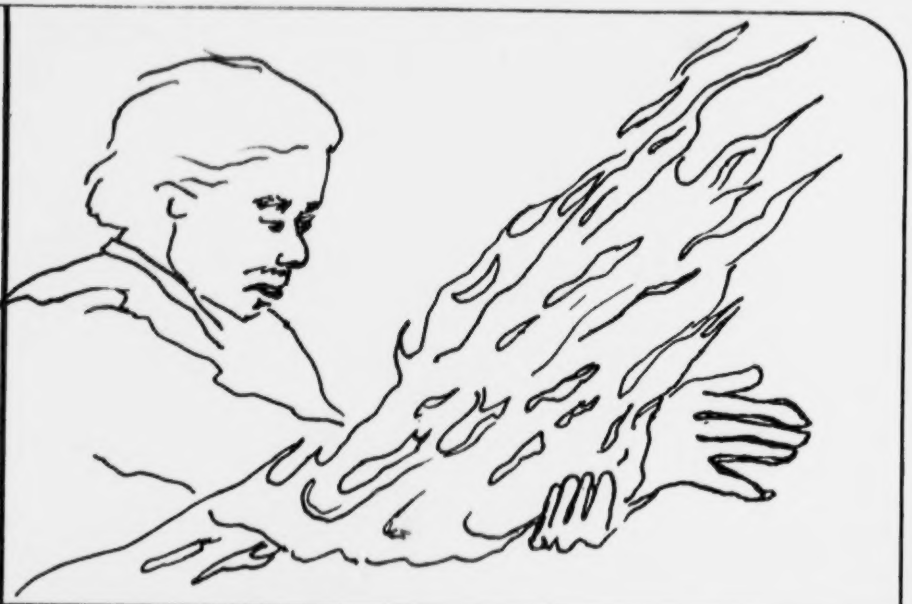

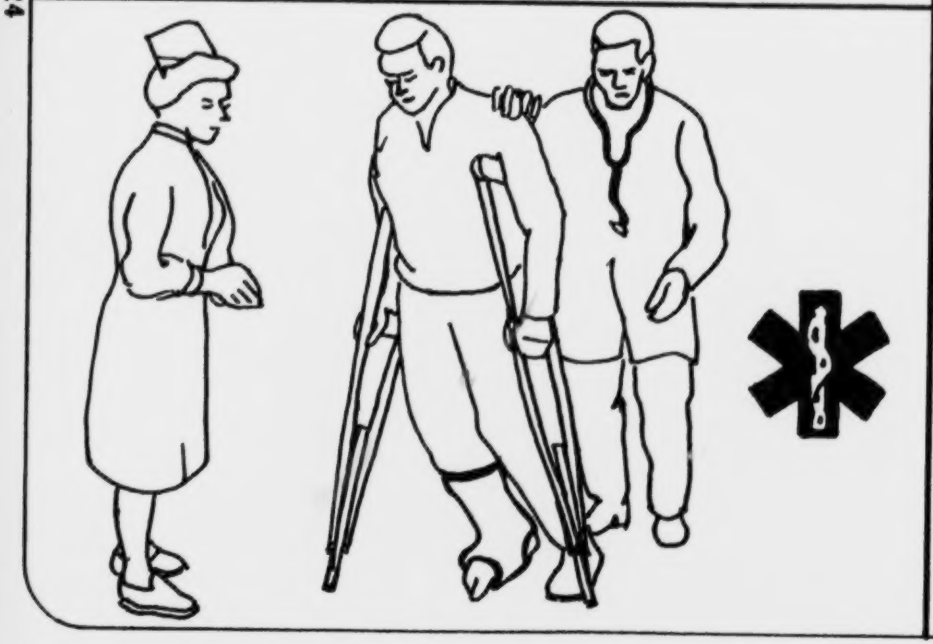

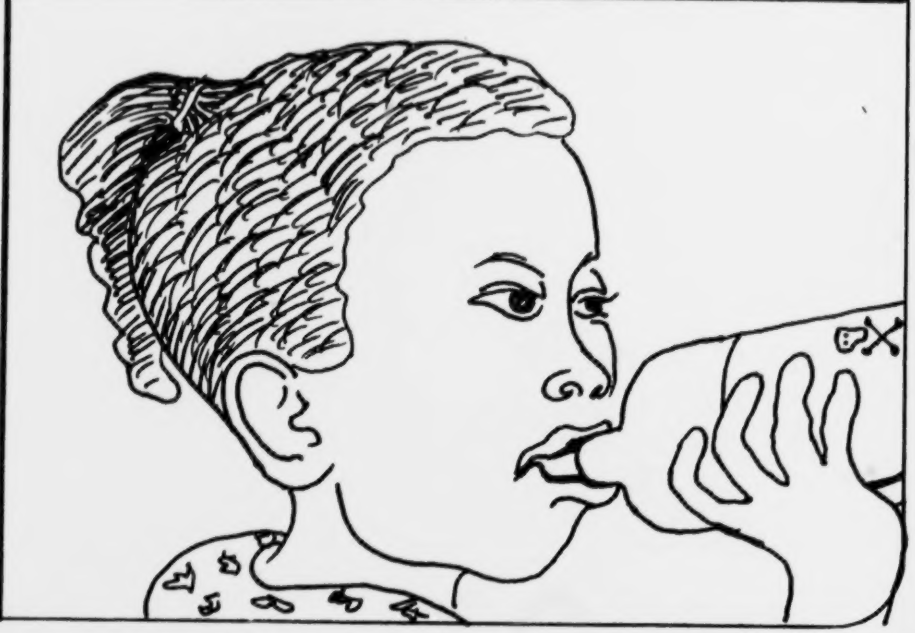

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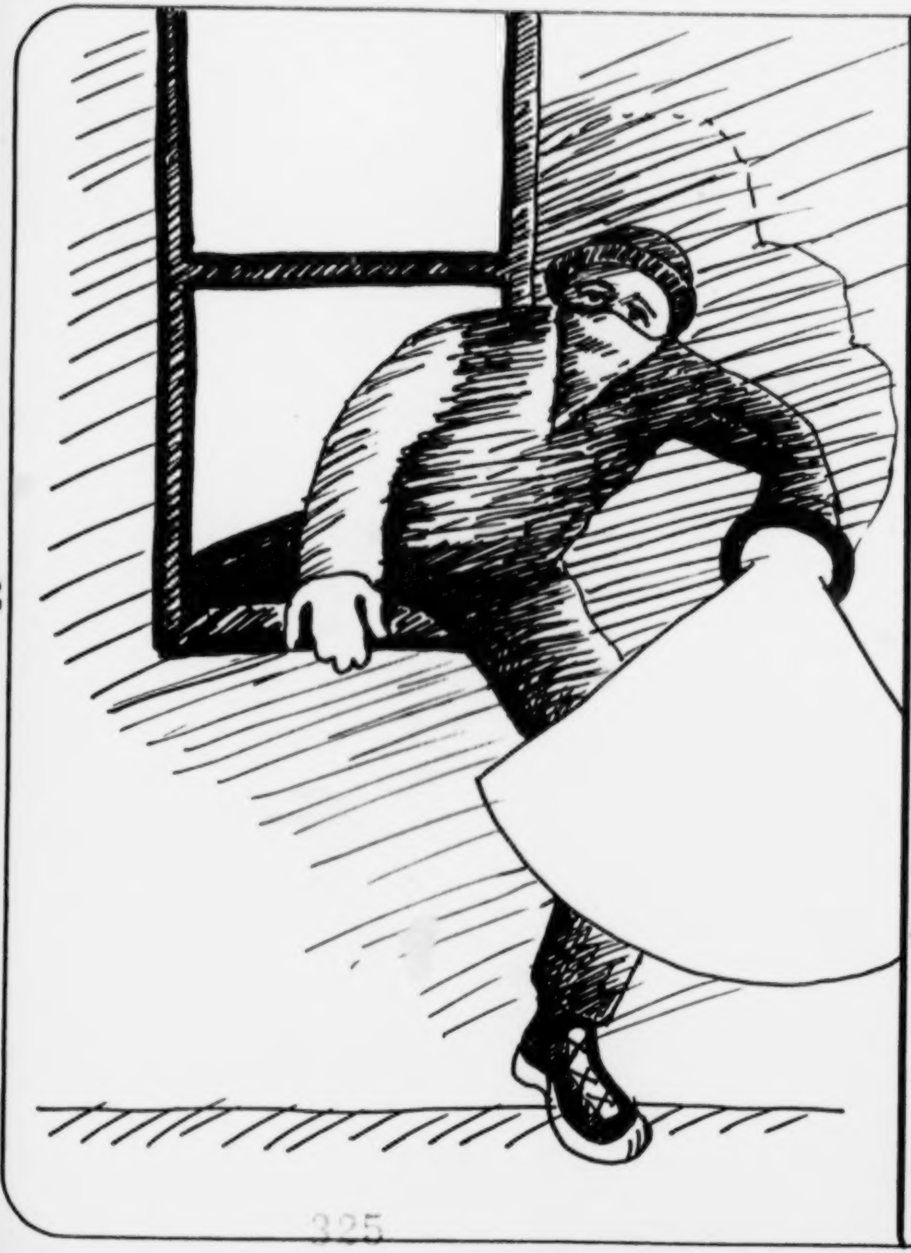

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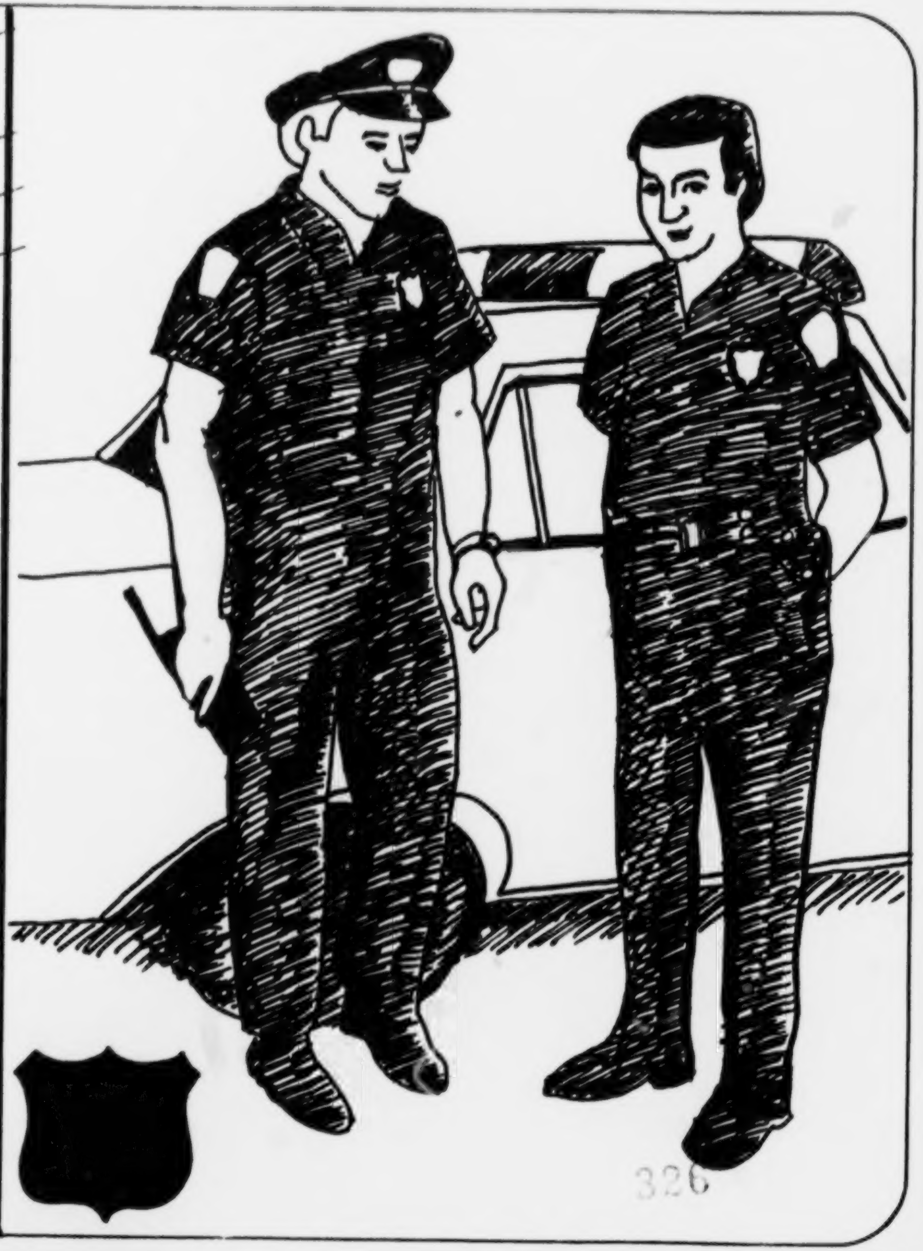

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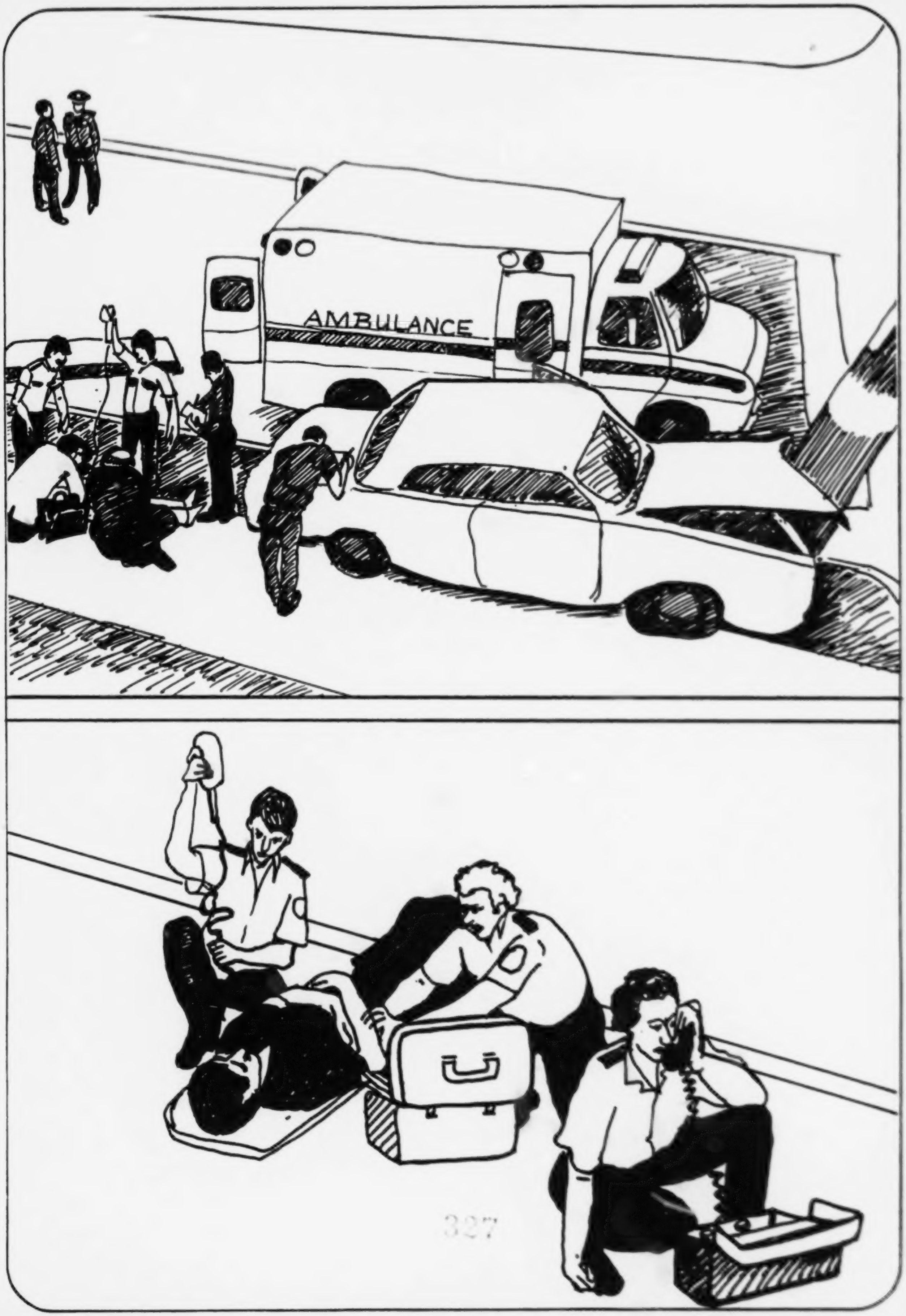
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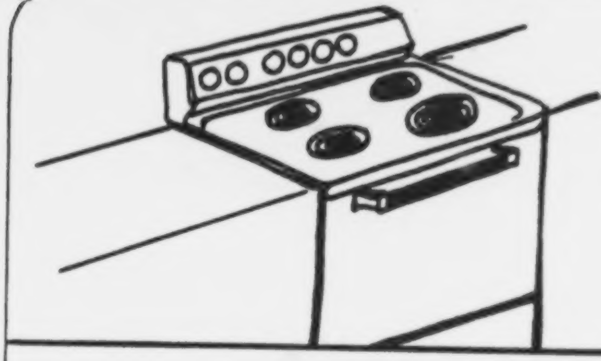

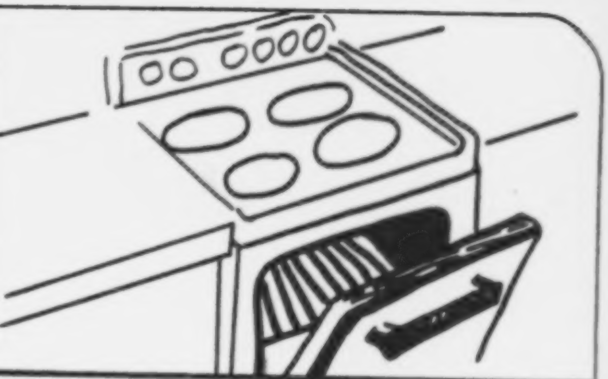

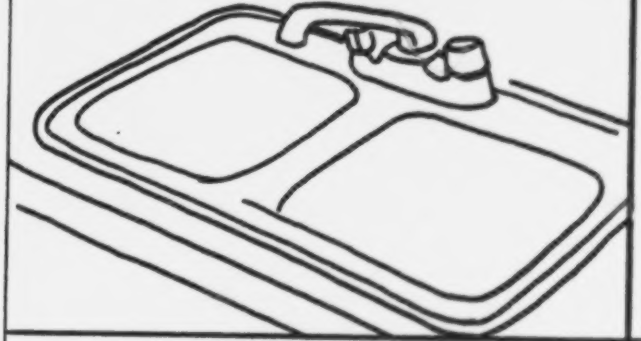

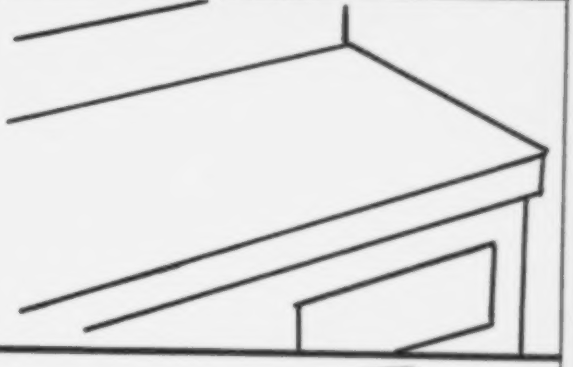

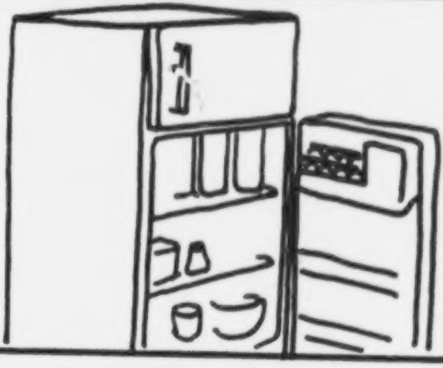

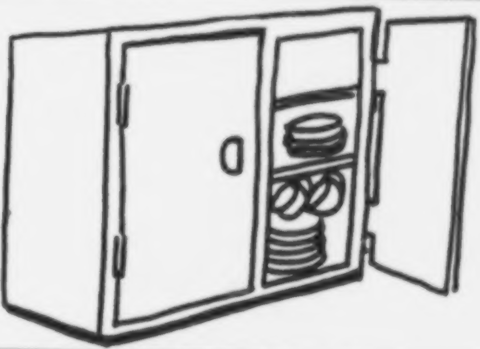

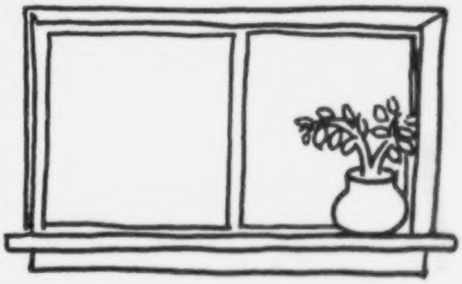

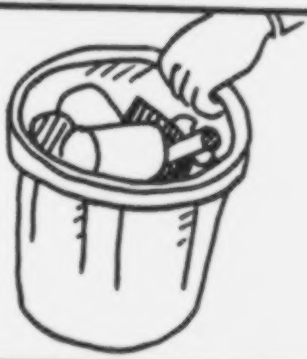

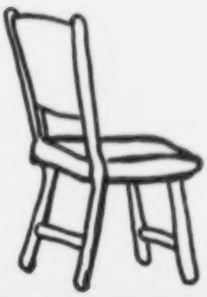

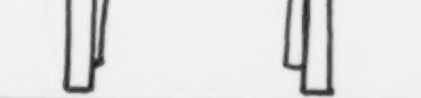

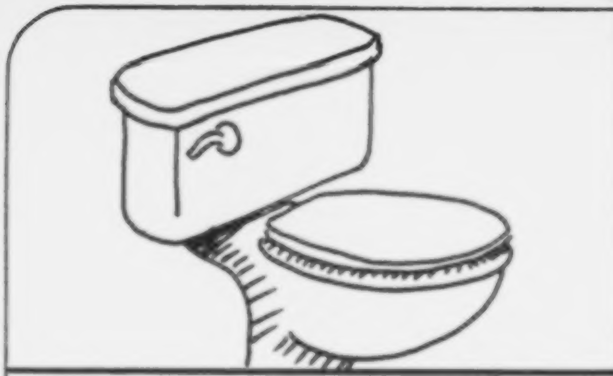
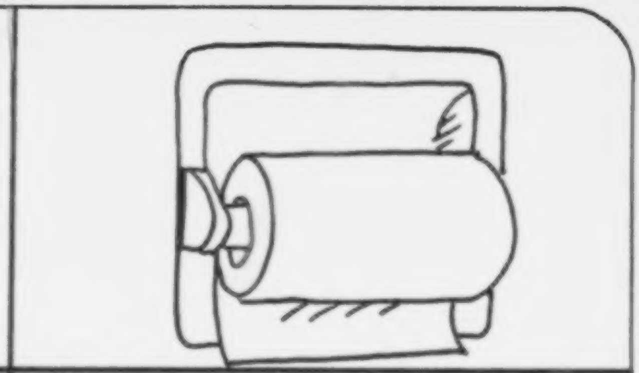
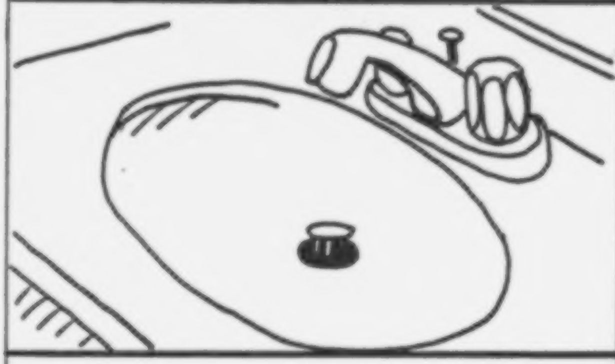
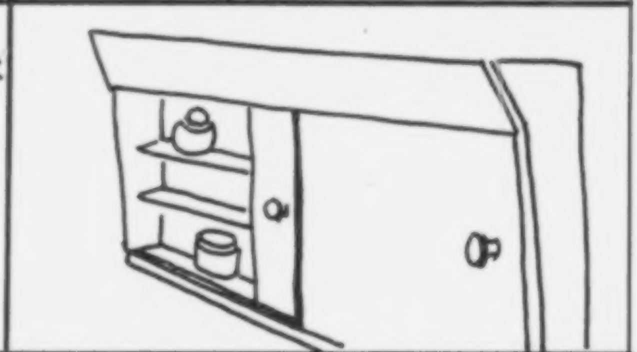
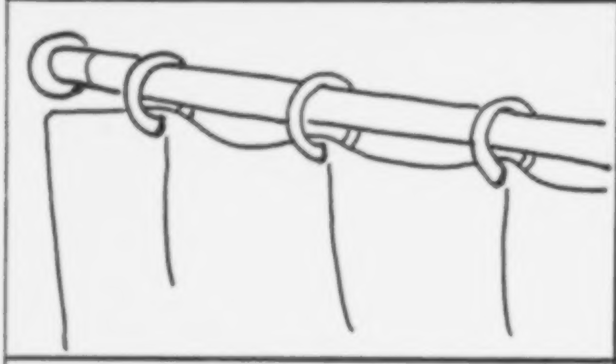
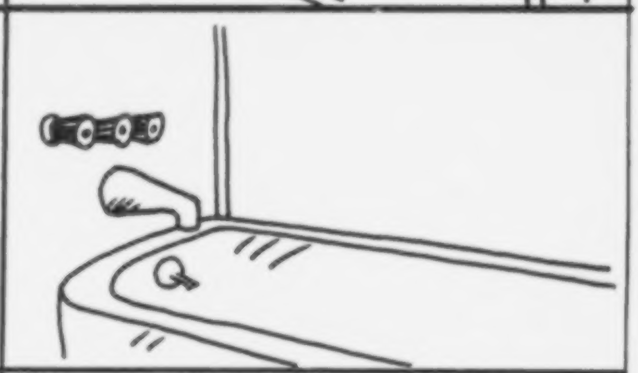
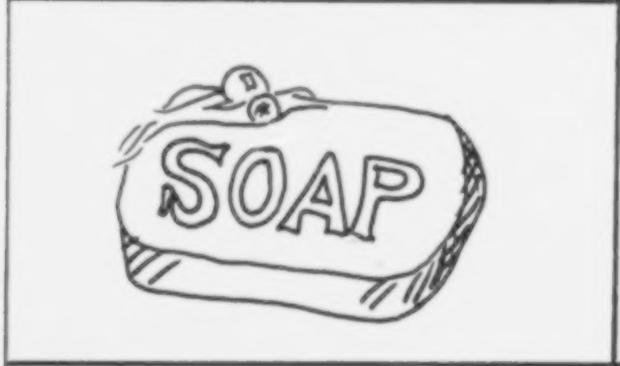
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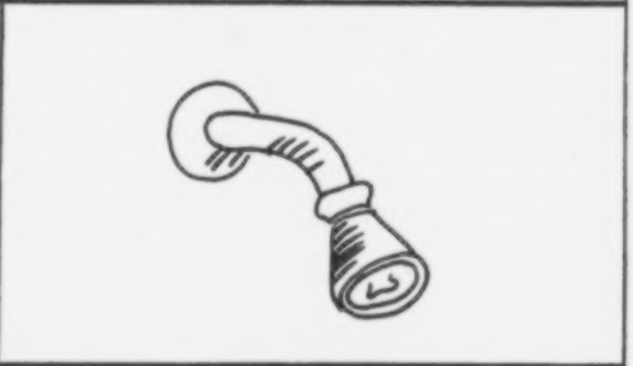
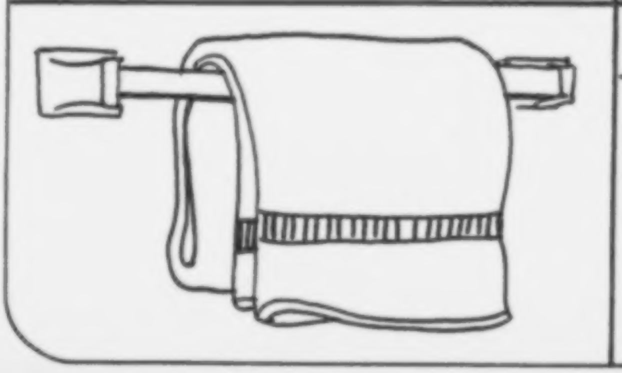
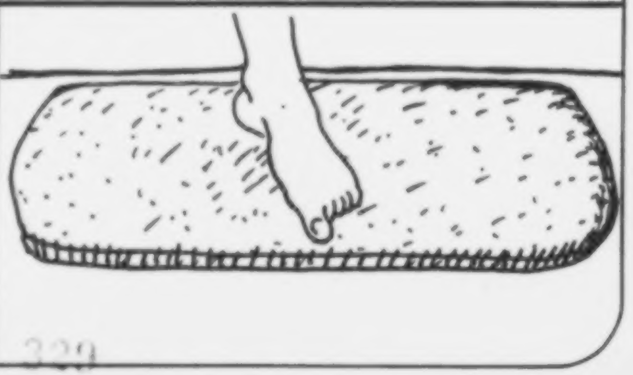

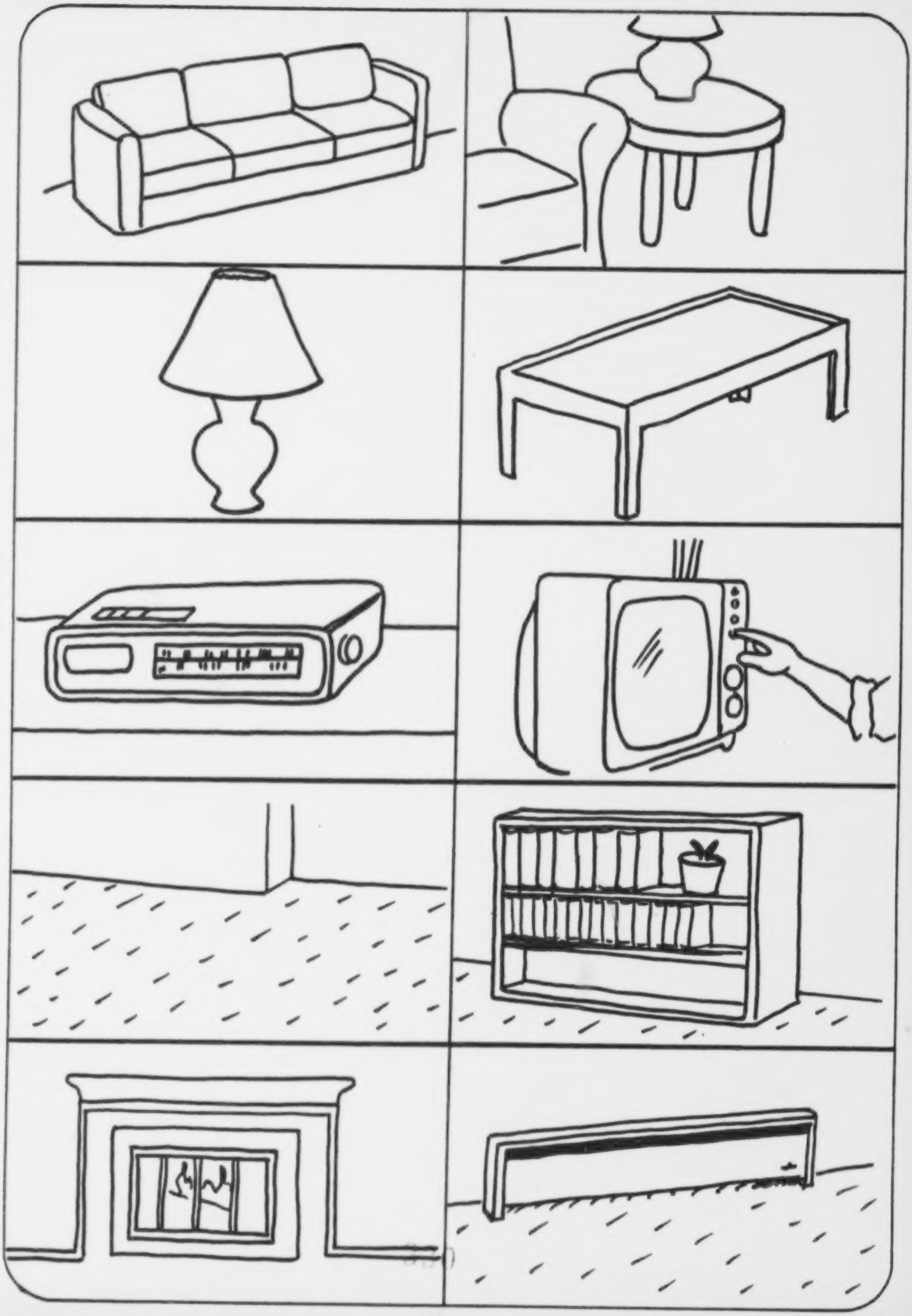

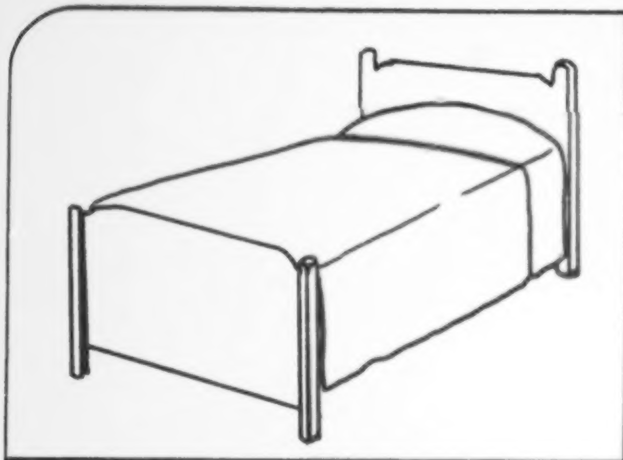

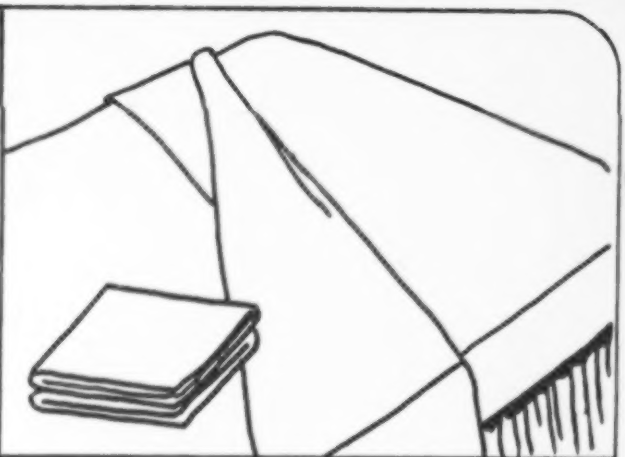

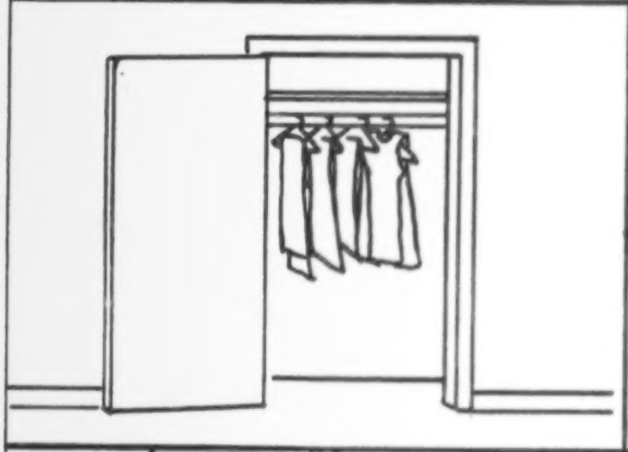

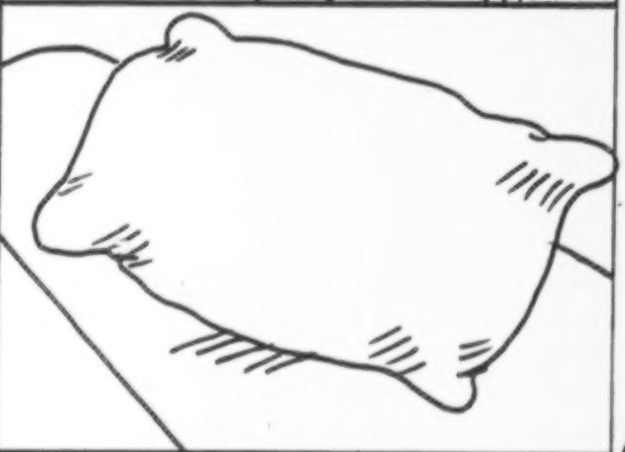

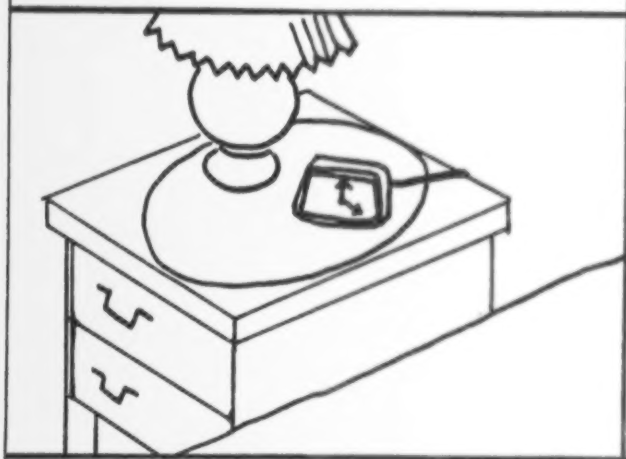

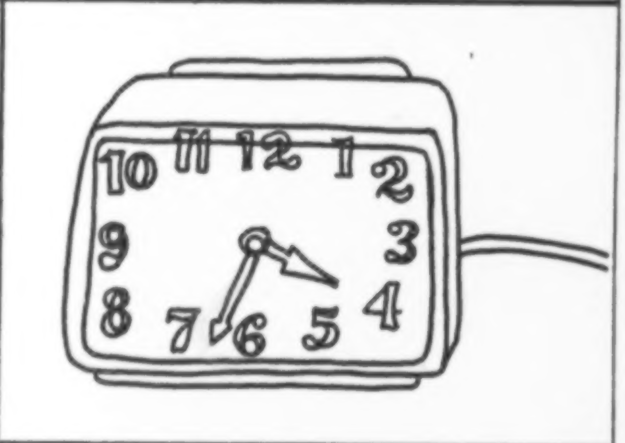
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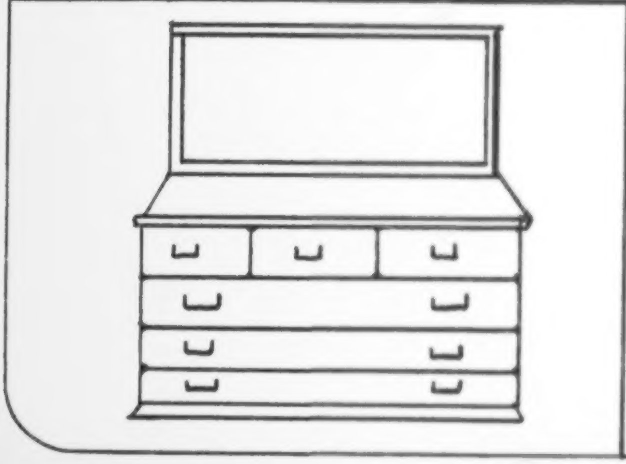

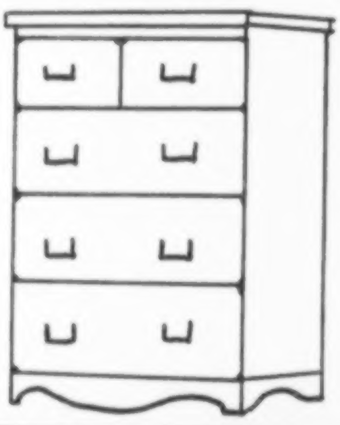

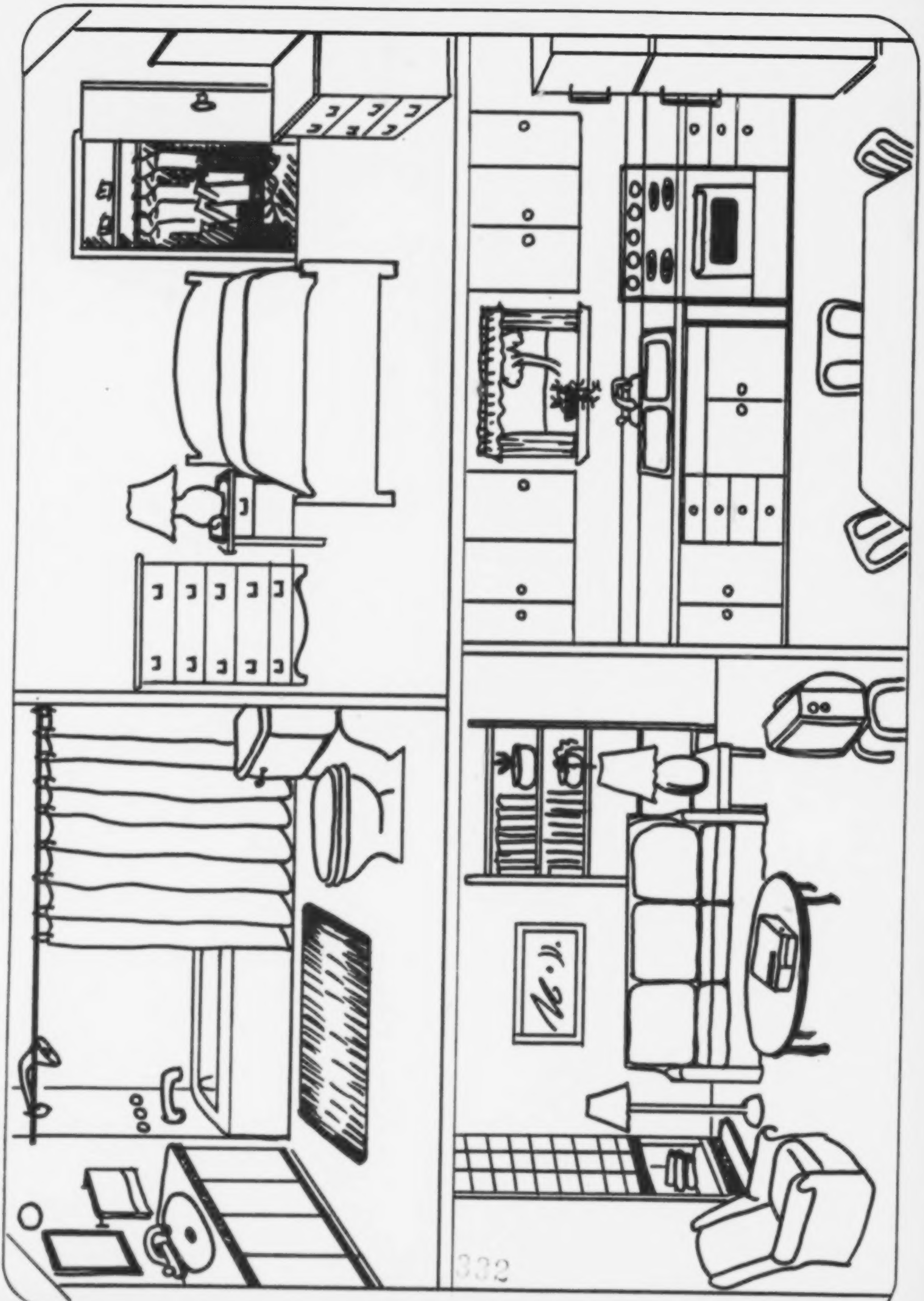

TEACHER'S NOTES

Reading and Writing Prices

The exercises that follow are intended to give the student practice reading, writing and listening to prices.

Remember to have your student read all the numbers correctly, especially dollar and cents amounts. Do most or all the exercises with her.

The writing exercises are mostly copying and dictation. Go slowly and remember when dictating to repeat a minimum of times.

Cues for the dictation exercises are not provided here since you can easily provide them yourself.

Read

$.10	.25	.50	.75	1.00
10¢	.25¢	.50¢	.75¢	

A	B	C	D
$ .85	29¢	$.47	$3.00
.62	37¢	.22	.49
.94	66¢	.61¢	55¢
.33	52¢	77¢	94¢

E	F	G	H
$1.05	$2.10	$3.15	$5.75
6.30	7.35	8.40	10.50
11.55	12.60	13.65	14.80
2.95	4.40	17.90	19.00
8.50	1.73	9.19	1.06
10.20	5.45	20.00	4.20

Write

A. 10¢ 25¢ 50¢ 75¢

____ ____ ____ ____

____ ____ ____ ____

B. $1.05 $2.10 $3.15 $4.20

______ ______ ______ ______

______ ______ ______ ______

Listen

C. $1.25 $6.__ $7.__ $8.__

D. $6.35 $__.10 $__.60 $__.05

E. 72¢ ___¢ ___¢ ___¢

F. $4.22 $_____ $_____ $_____

TEACHER'S NOTES

Reading and Wrting Days of the Week

The following exercises are intended to practice reading and writing days in their abbreviated forms only.

Prior to beginning this exercise, it's a good idea to use flashcards to teach her to recognize the written forms. With non-literate students, it helps to point out the first letter of each of the days.

Once your student can run through your flashcards randomly, proceed with the exercise. You can break it down over a 2 or 3 day period if your student is very slow. Assign her homework in copying the days several times. Once she has memorized the written form, you can give her the dictation (LISTEN)

Cues for the dictation are not provided since you can easily provide them yourself.

Read

Mon. Tue. Wed. Thur. Fri.

Sat. Sun.

A	B	C	D
Mon.	Sat.	Sun.	Thur.
Wed.	Thur.	Mon.	Sun.
Tue.	Sun.	Fri.	Tue.
Fri.	Tue.	Wed.	Mon.

E. Thur. Tue. Wed.

F. Sun. Sat. Fri.

G. Mon. Wed. Tue.

Write

Mon.

Tue.

Wed.

Thur.

Fri.

Sat.

Sun.

Listen

1.______ 2.______ 3.______ 4.______

5.______ 6.______ 7.______

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TEACHER'S NOTES

Reading and Writing Time

The exercises that follow are to practice reading and writing time. Don't attempt to do these exercises before your student knows time well. Begin by reading the time in order: 1:05, 1:10, 1:15, etc. You can use a clock to help illustrate these as she's reading. Once she can read all the times, point randomly to make sure she just isn't memorizing them in their proper order.

Under exercises A, B, C, and D (Read) continue to have her read for more practice.

Writing Time

You will have to supervise the writing exercises rather than assign them for homework initially. This is because some of the exericses require some dictation on the teacher's part.

The first exercise under WRITE is just copying. You can expand this using other times if your student is having difficulty.

The exercises under LISTEN are dictation exercises. Demonstrate an example or two before you begin in the book. Cues are not supplied for you, you must make up your own. Just fill in the spaces orally for her and make sure she writes them correctly.

The final dictation (Exercises E-H) requires that she complete all the numbers. Again, make up your cues before you give the dictation.

The exercises on page 42 can be done as homework if you want. You can assign her more practice by writing up exercises similar to this kind of exercise if she requires more practice.

Read

1:05 1:10 1:15 1:20 1:25

1:30 1:35 1:40 1:45 1:50

1:55 2:00

A	B	C	D
7:45	9:40	6:15	2:10
7:15	9:50	6:30	2:20
7:50	9:10	6:00	2:40
7:30	9:05	6:55	2:05
5:15	10:10	12:10	11:15
6:25	11:20	9:25	10:20
8:40	3:55	6:15	2:05
1:05	7:30	8:45	5:00

Write

1:05 1:10 1:15 1:20

____ ____ ____ ____

____ ____ ____ ____

1:25 1:30 1:35 1:40

____ ____ ____ ____

____ ____ ____ ____

1:45 1:50 1:55 2:00

____ ____ ____ ____

____ ____ ____ ____

4:15 3:30 6:25 5:55

____ ____ ____ ____

____ ____ ____ ____

Listen

A. 2:10 4:___ 9:___ 1:___ 3:___

B. 6:___ 7:___ 12:___ 8:___ 2:___

C. 10:15 ___:45 ___:30 ___:10 ___:15

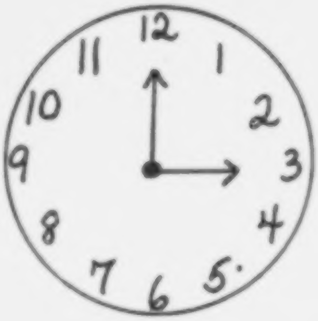
D. ___:05 ___:30 ___:45 ___:25 ___:10

E. ___:___ ___:___ ___:___ ___:___ ___:___

F. ___:___ ___:___ ___:___ ___:___ ___:___

G. _____ _____ _____ _____ _____

H. _____ _____ _____ _____ _____



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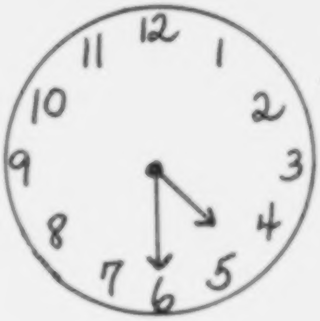

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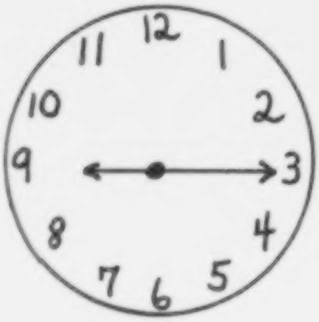

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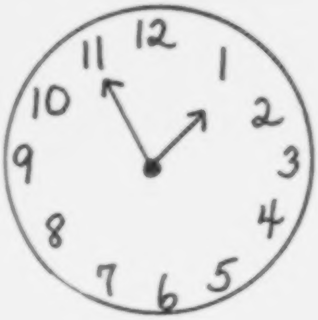

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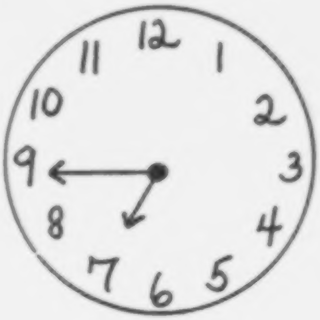

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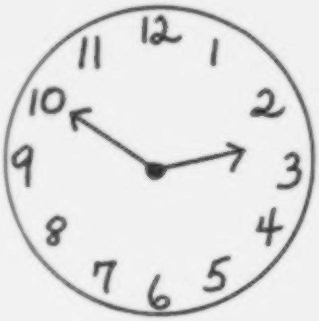

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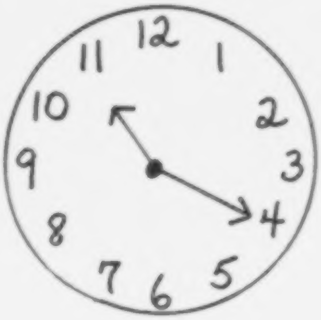

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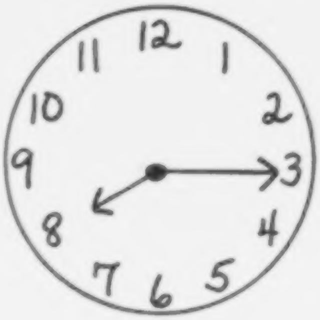

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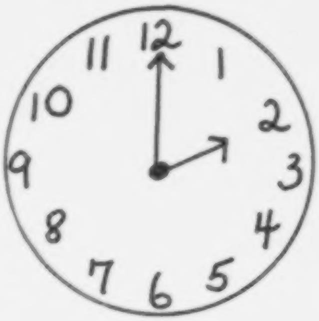

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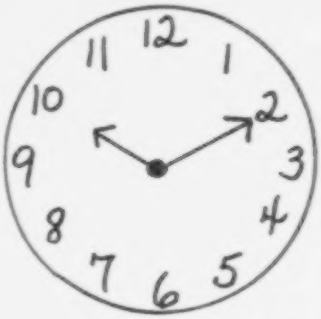

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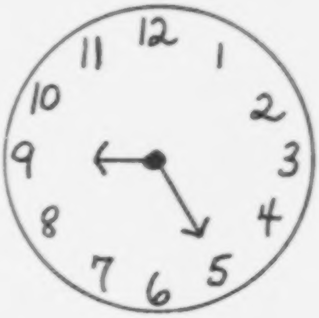

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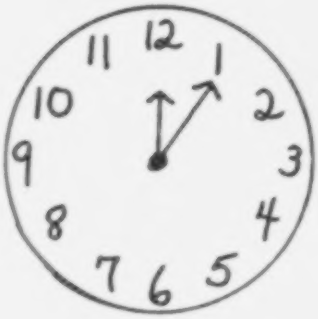

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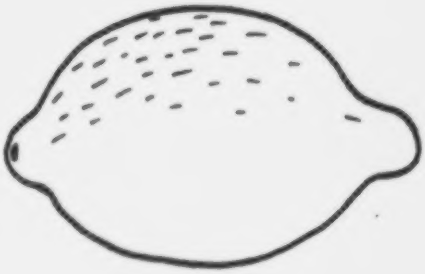

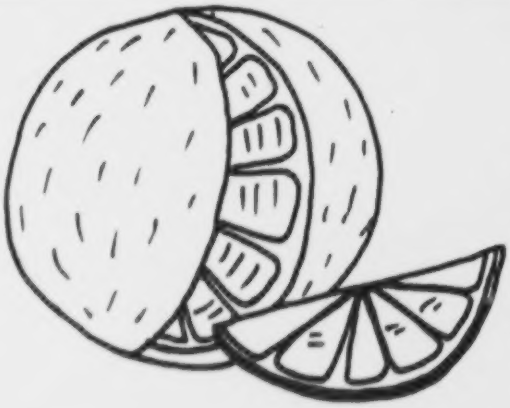

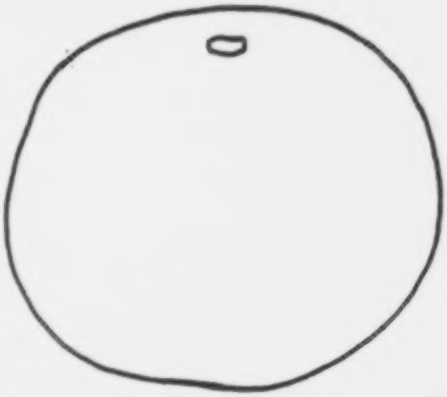

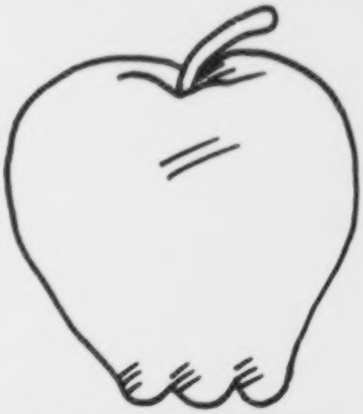

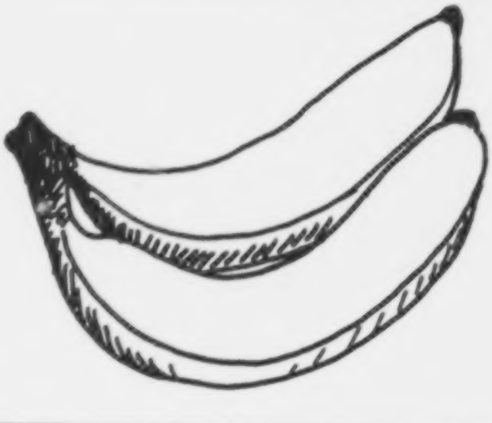

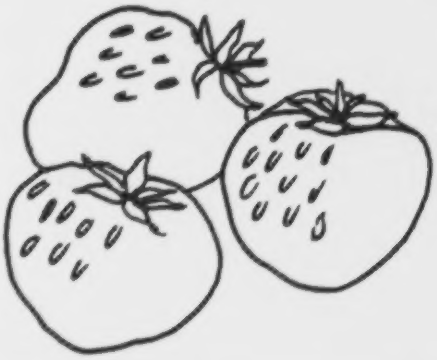

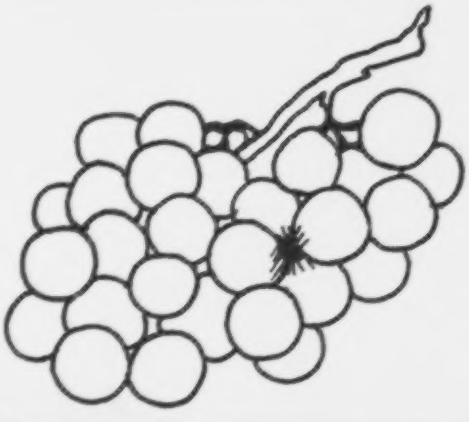

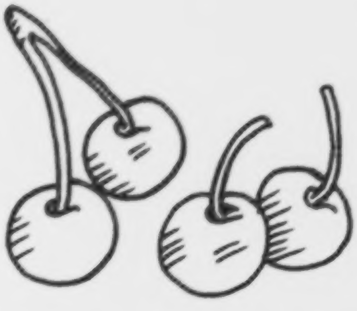

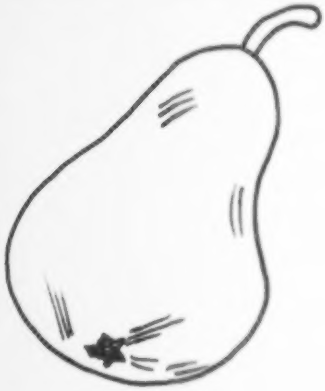

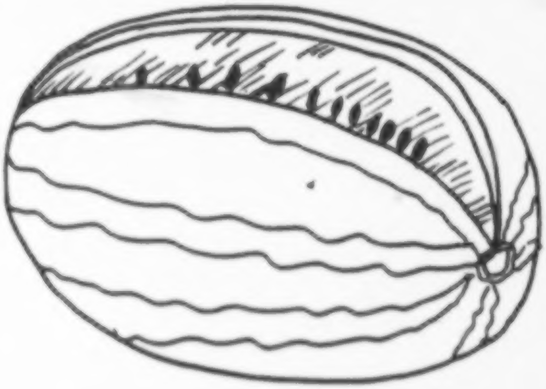

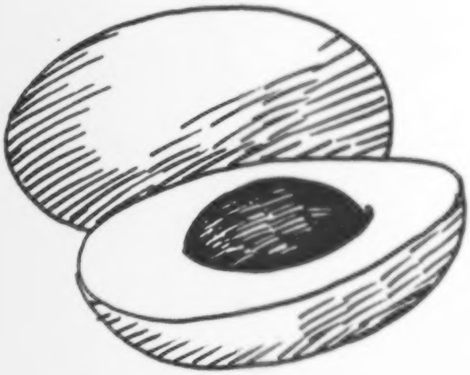

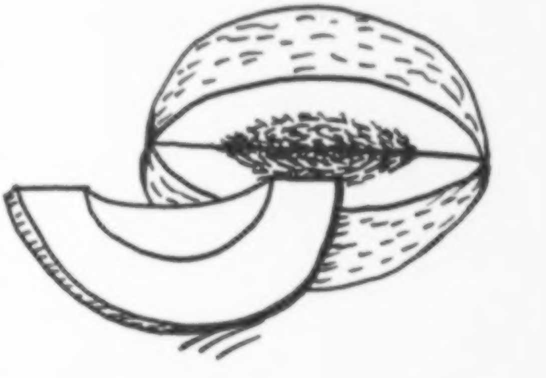

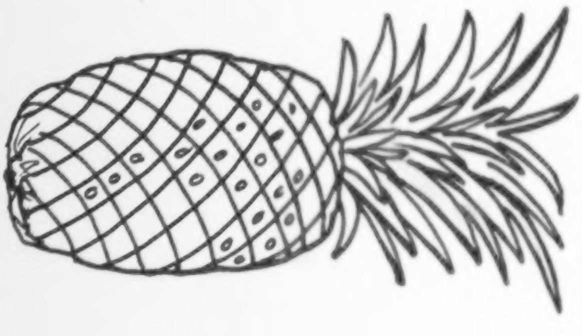

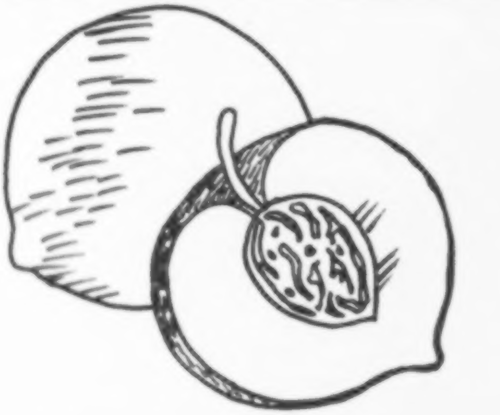

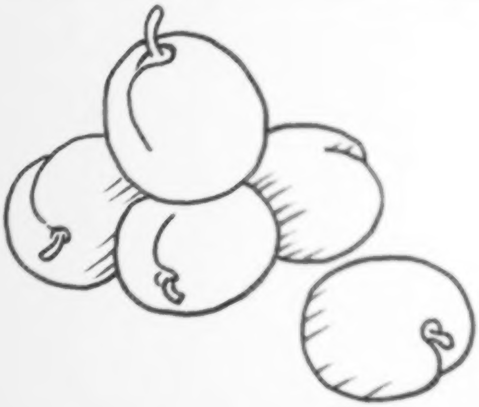

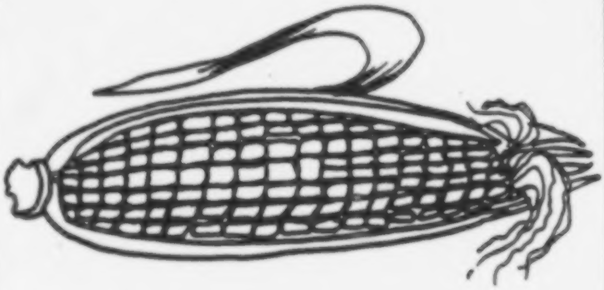

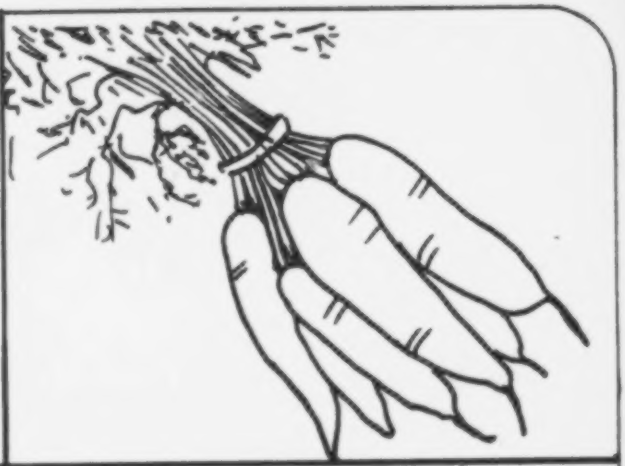

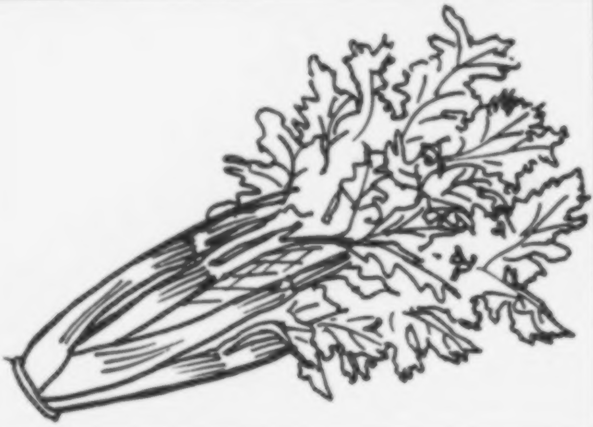

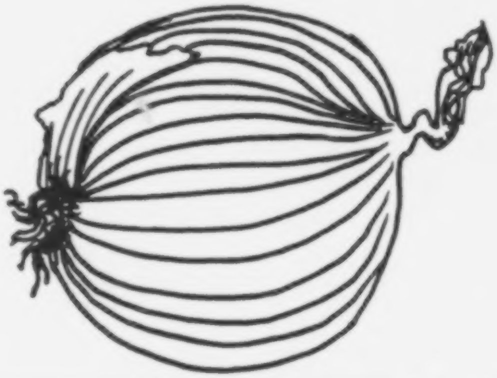

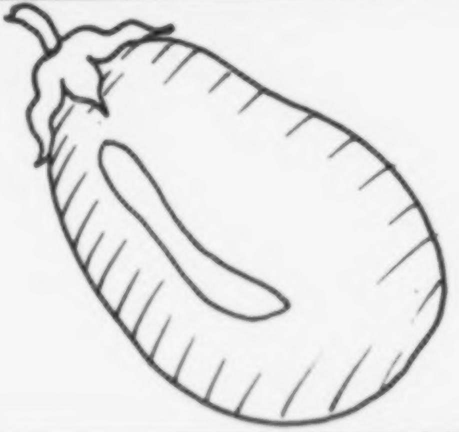

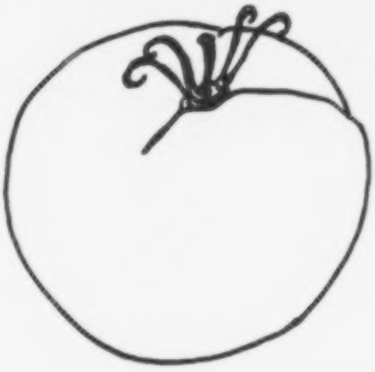

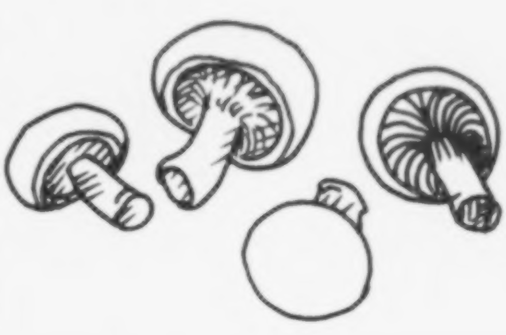

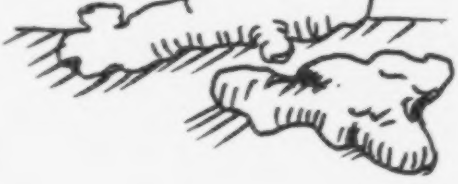

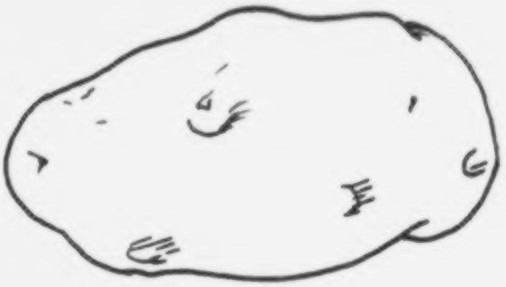

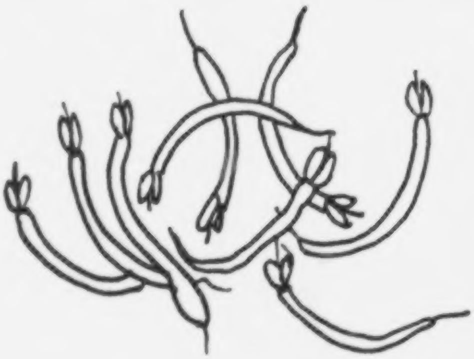

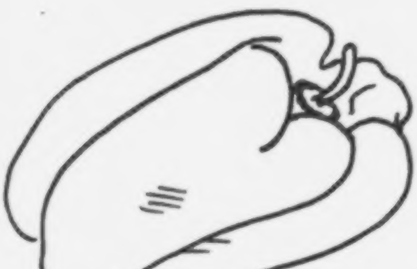

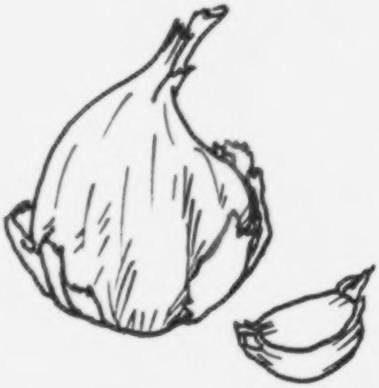

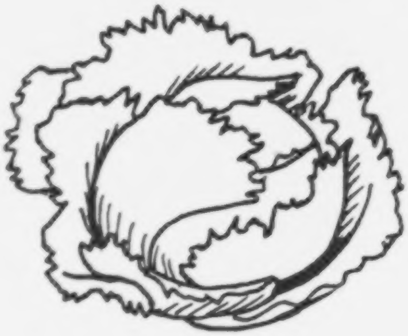

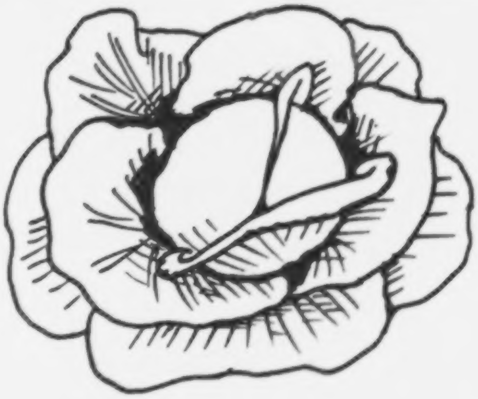

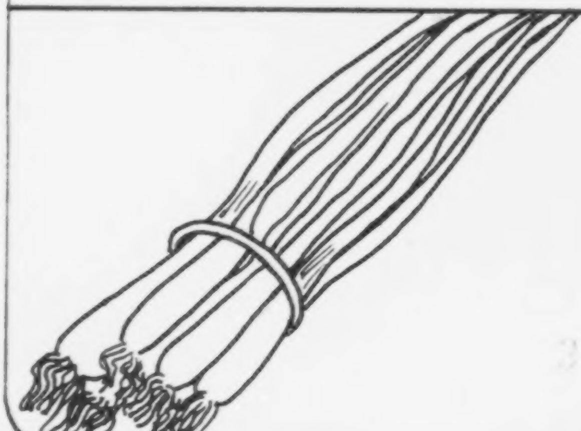

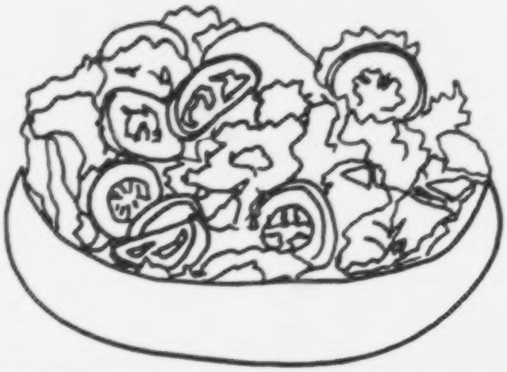

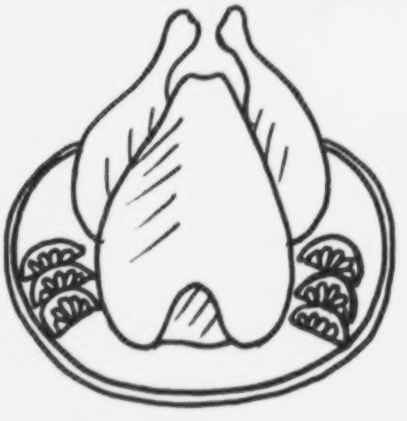

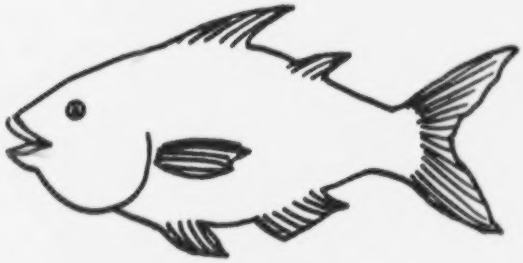

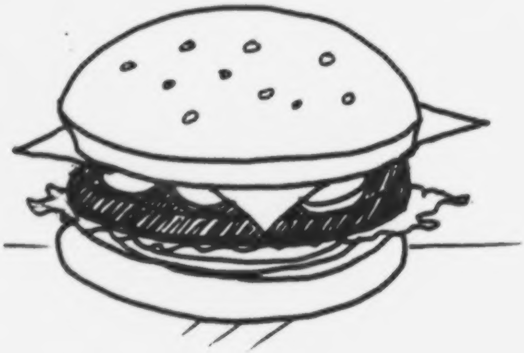

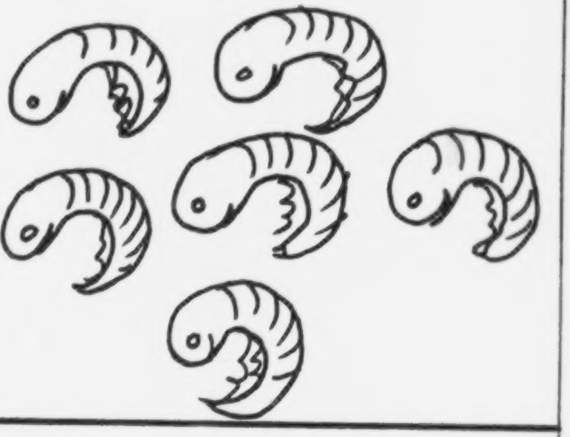

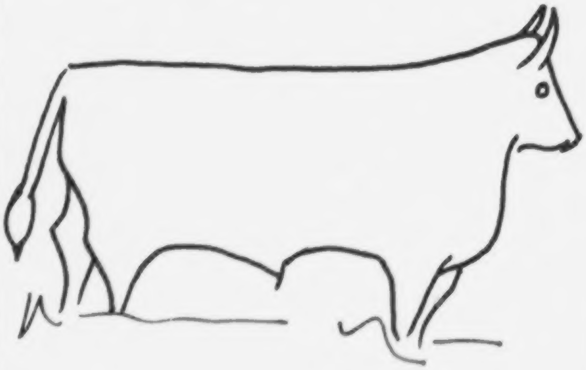

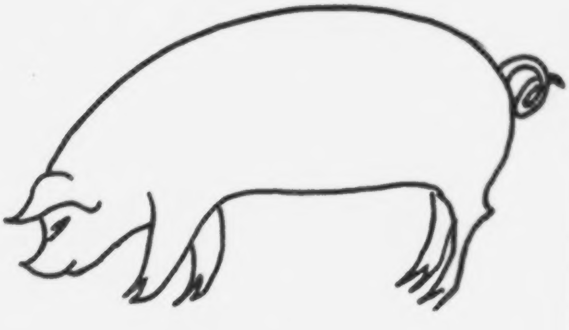

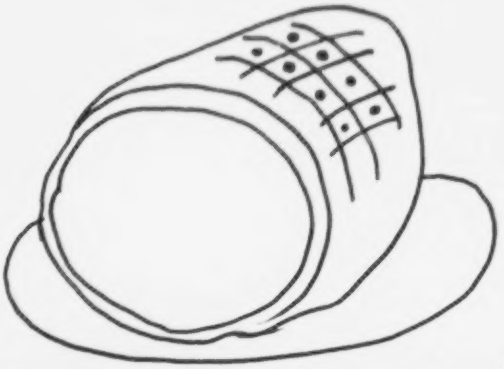

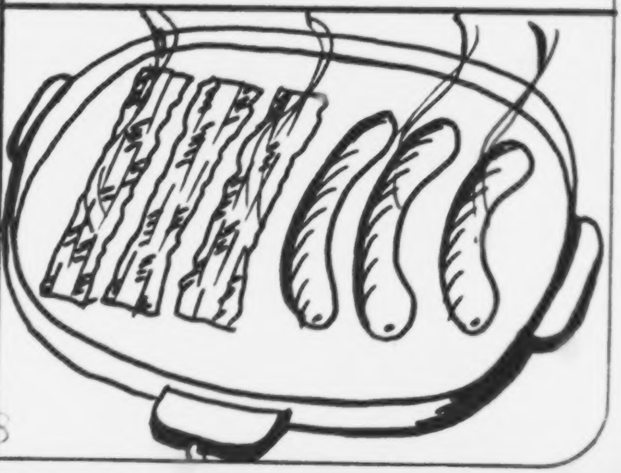

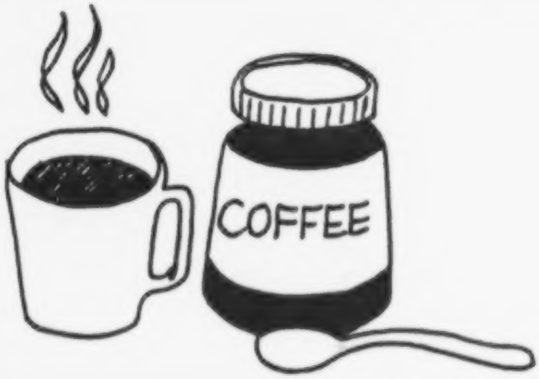
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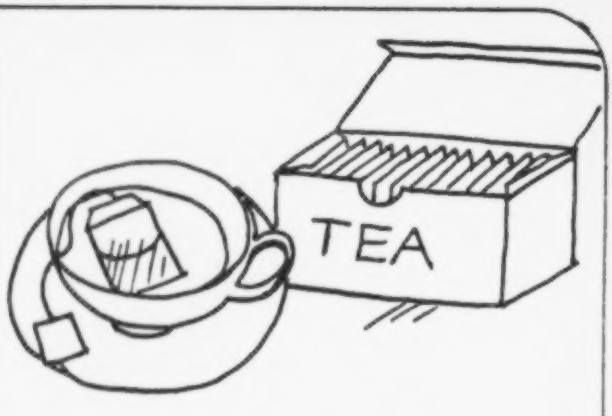
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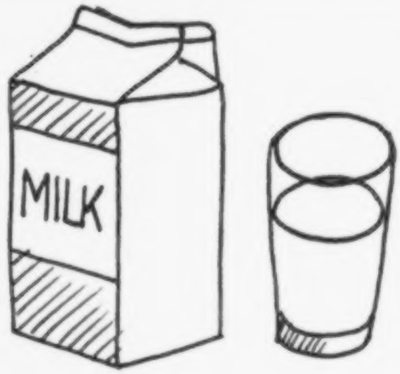
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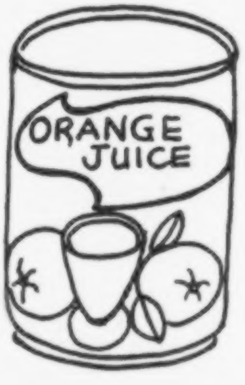
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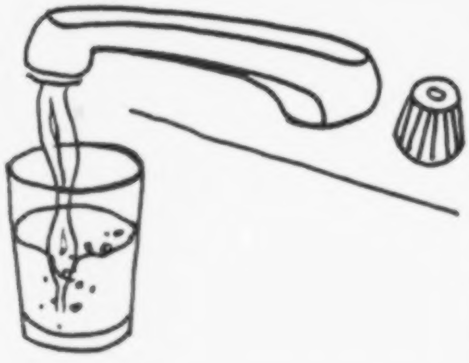

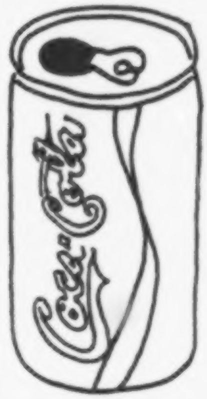
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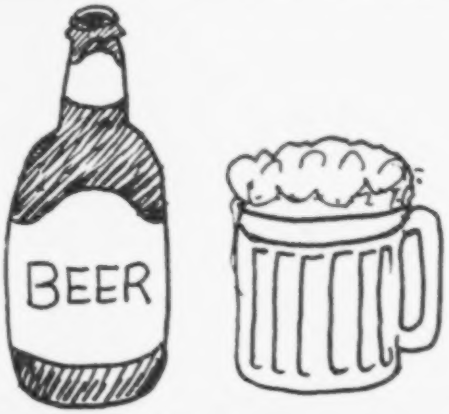
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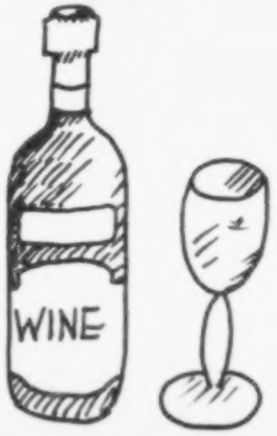
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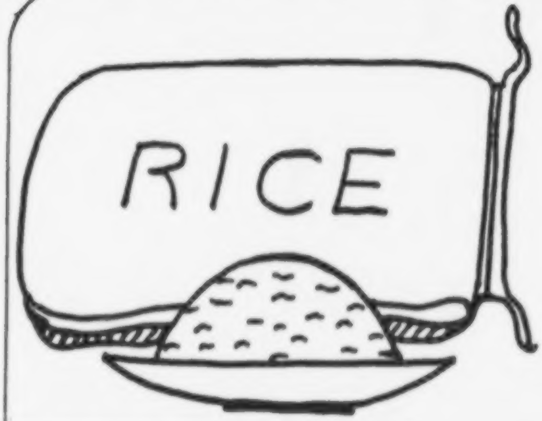
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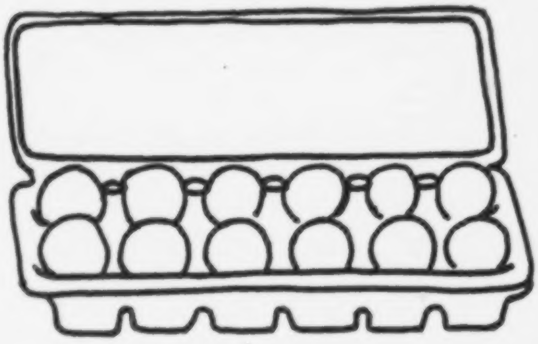

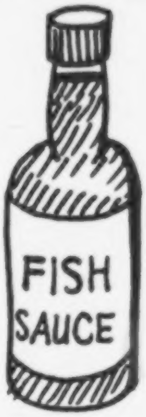
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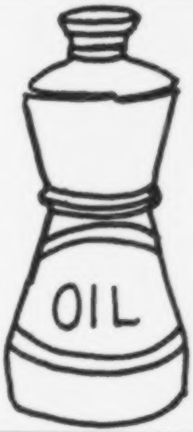
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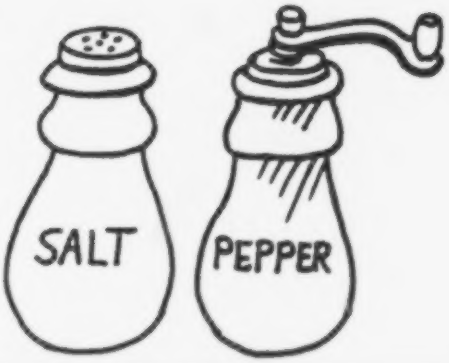
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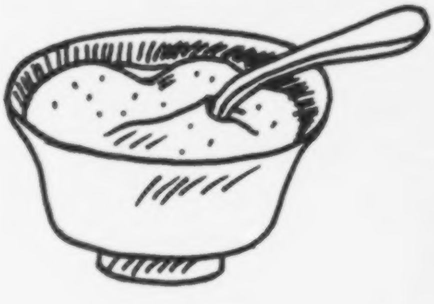

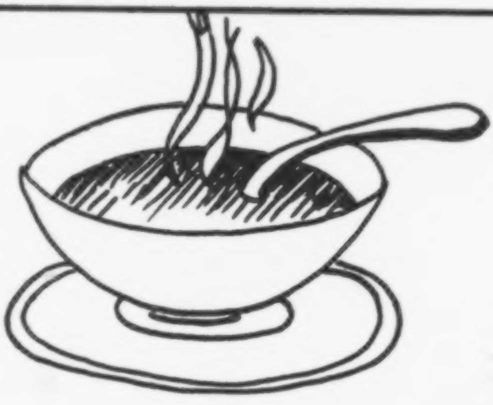

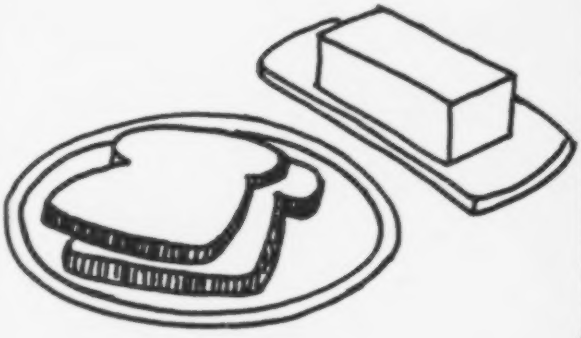

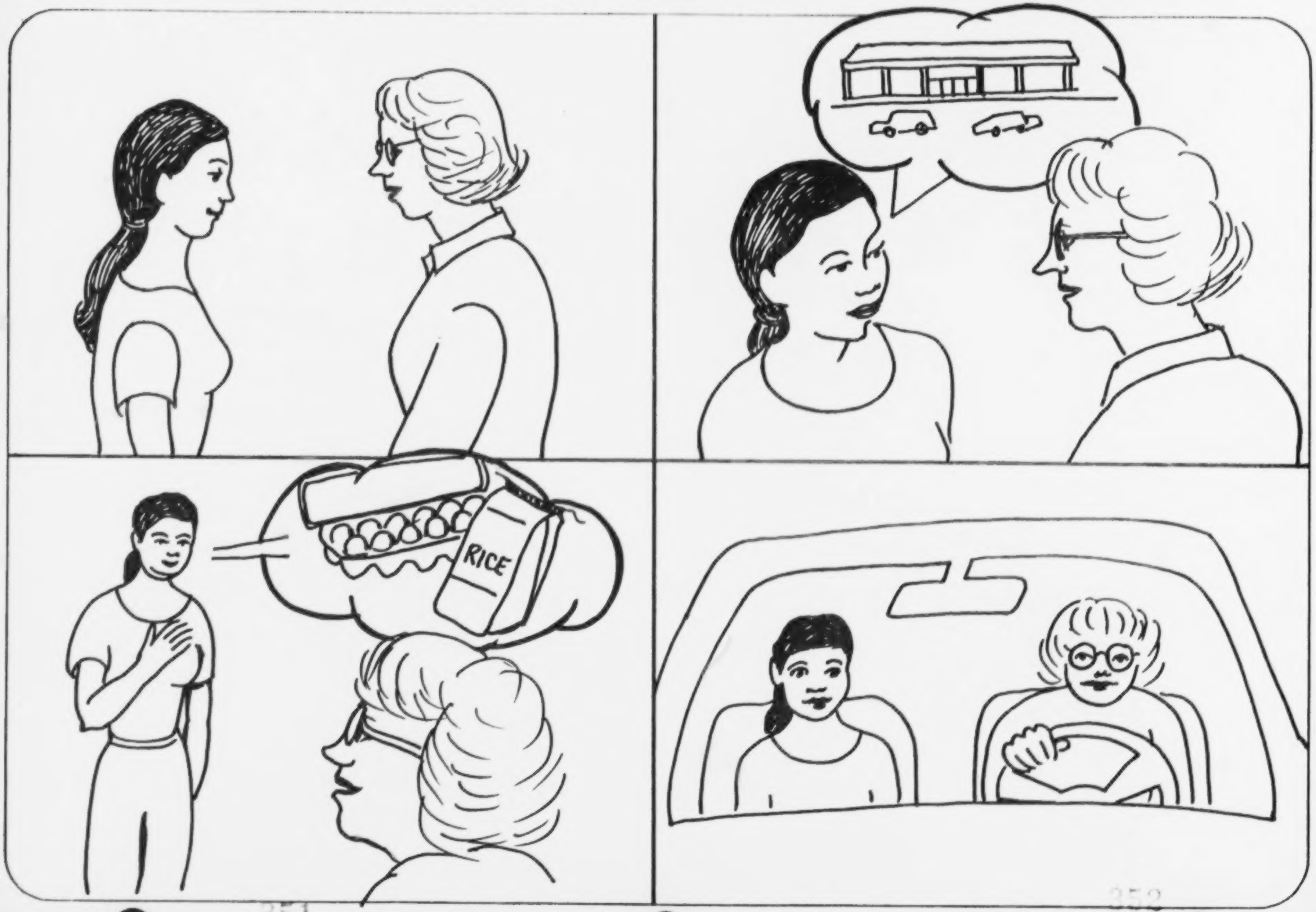
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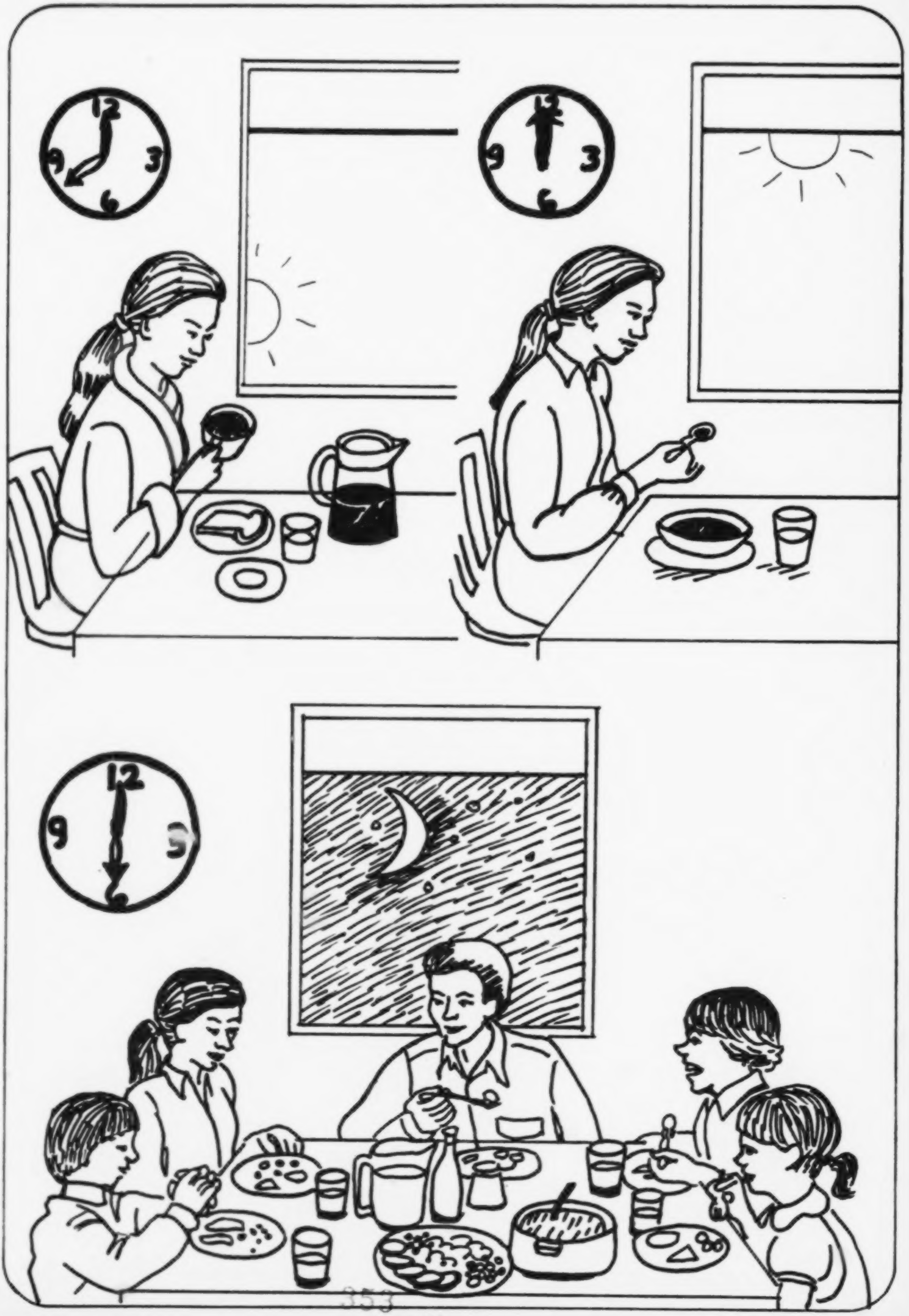
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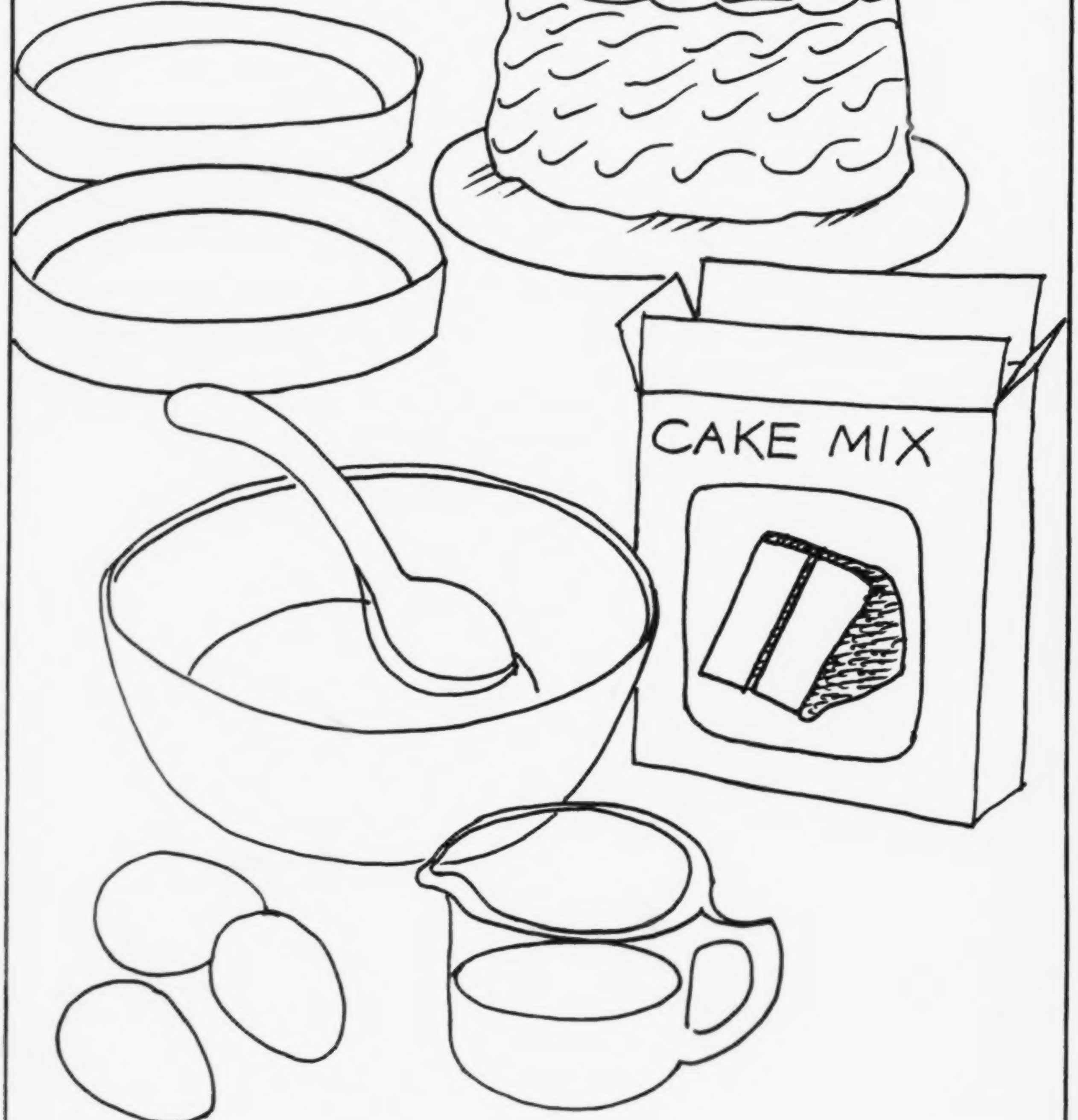
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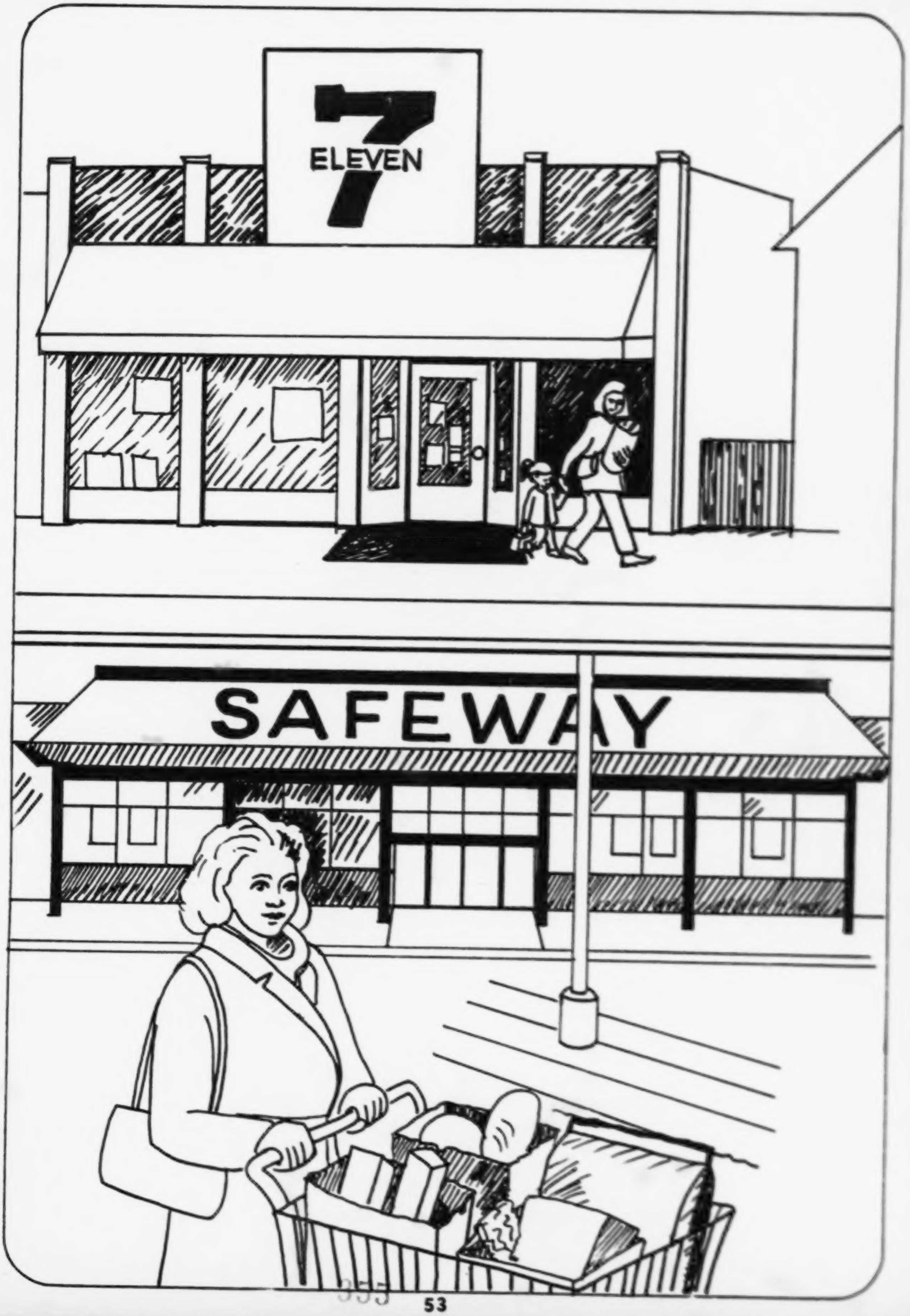
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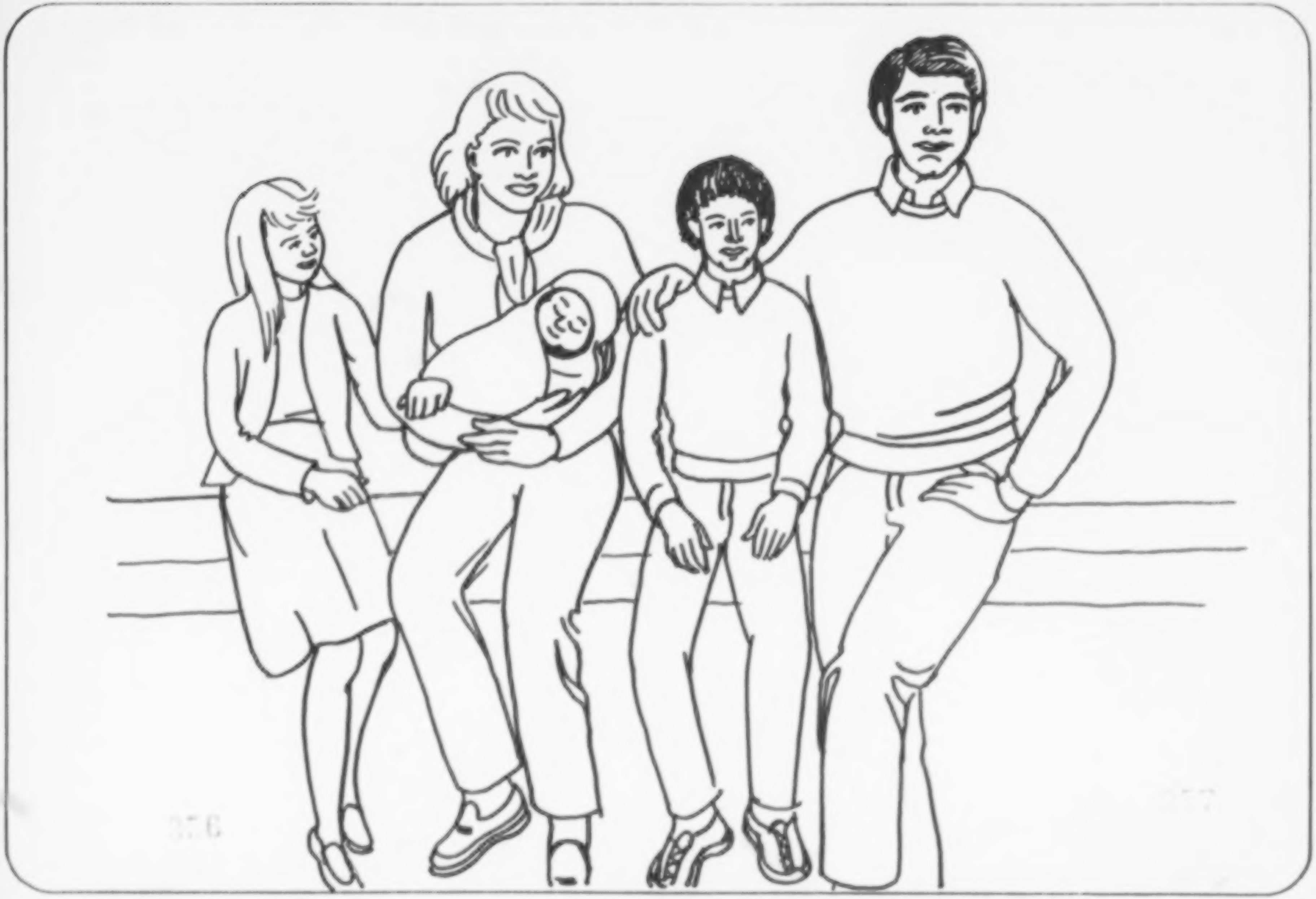

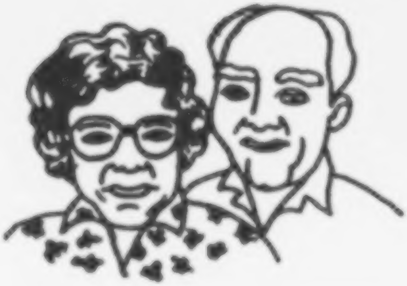

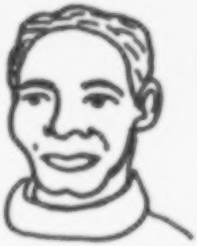

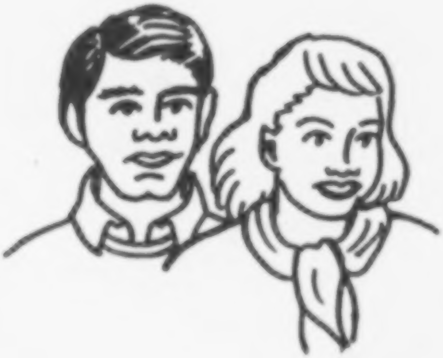

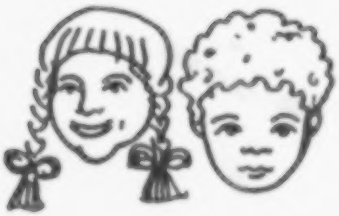

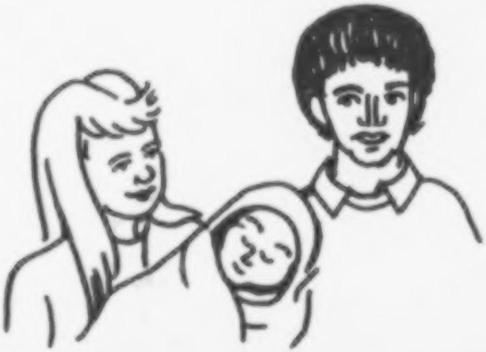

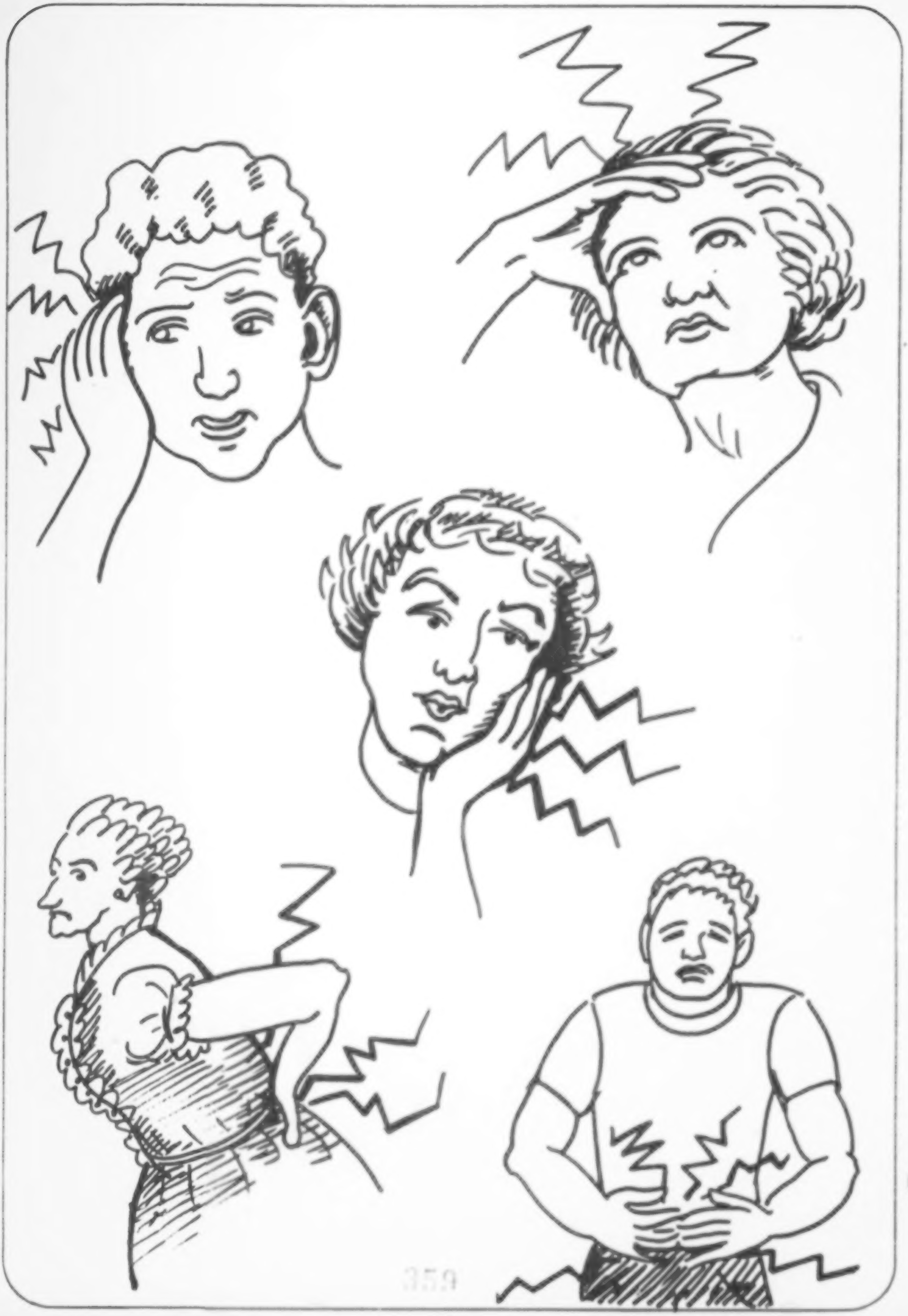

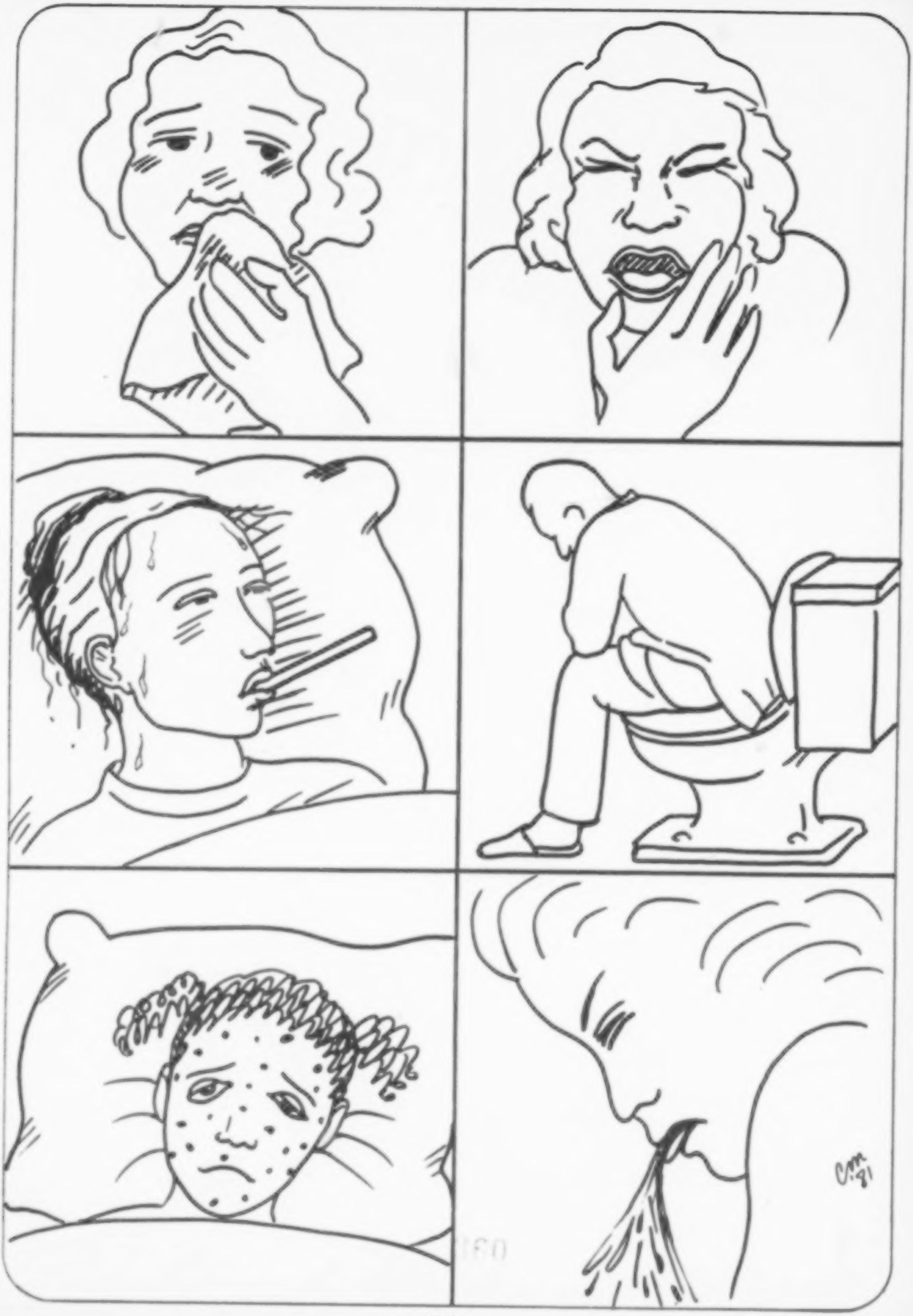
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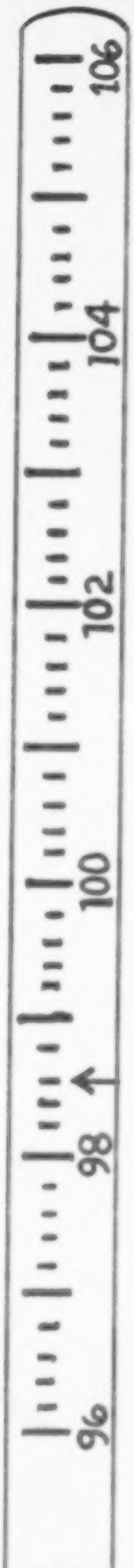

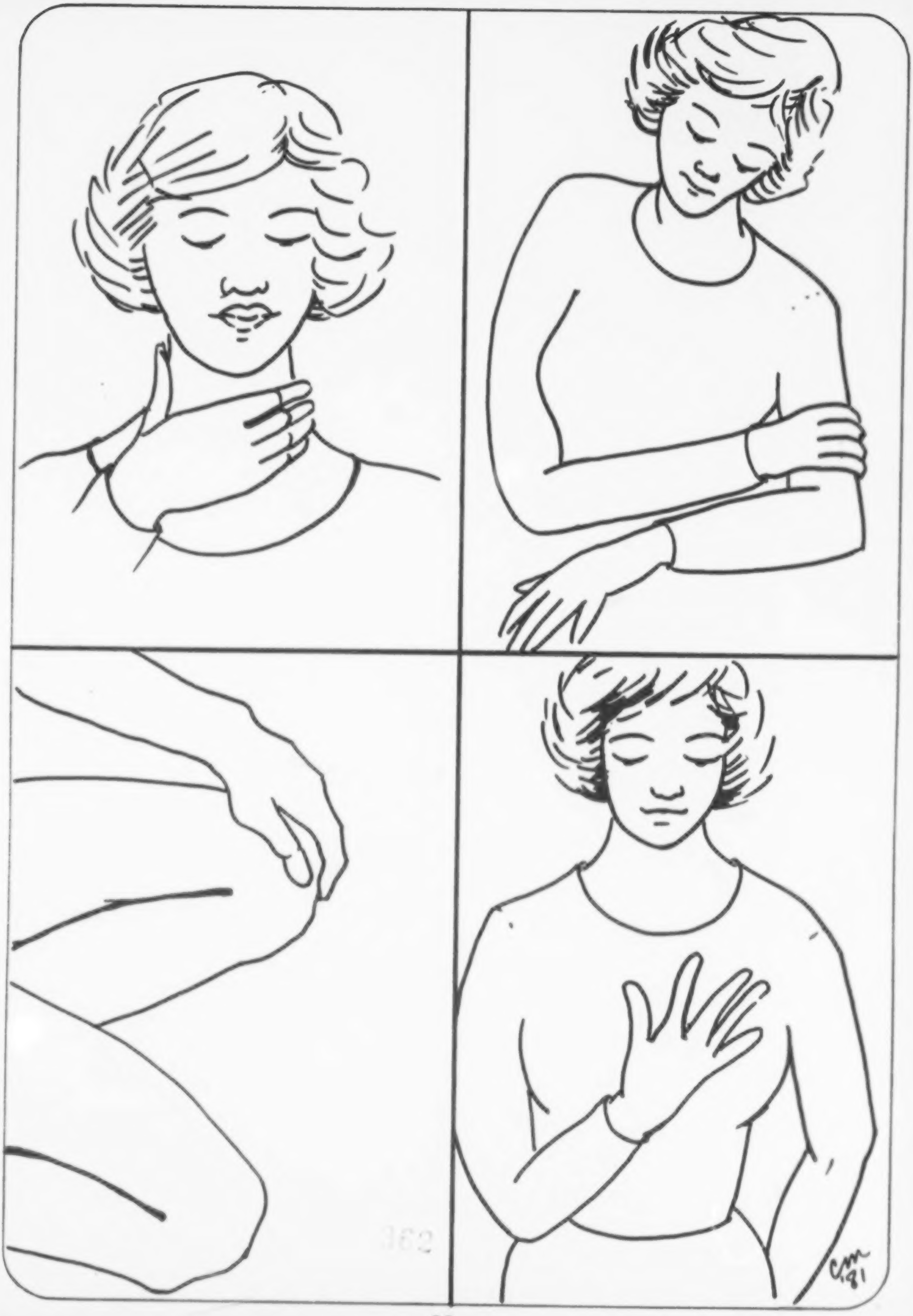
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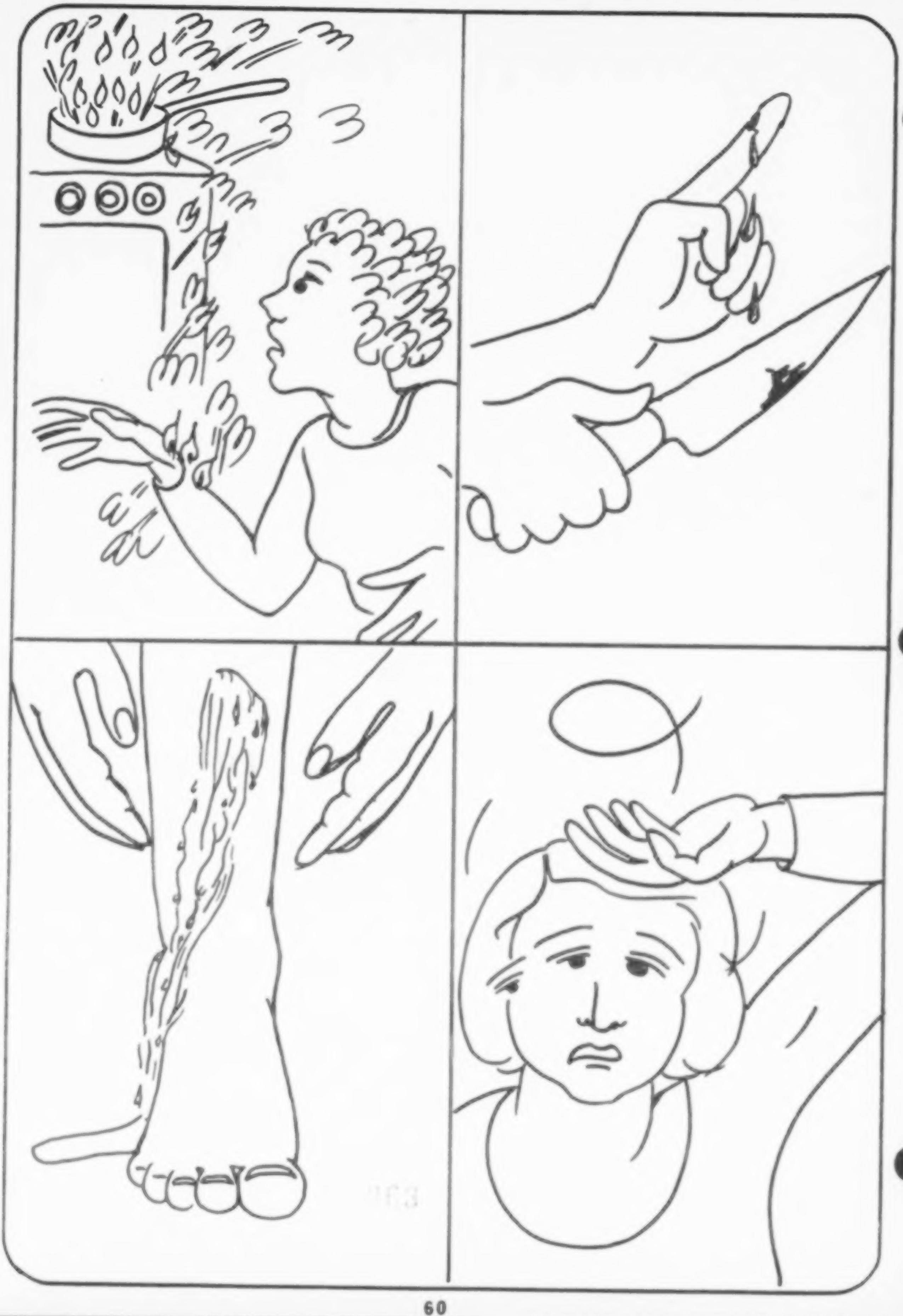

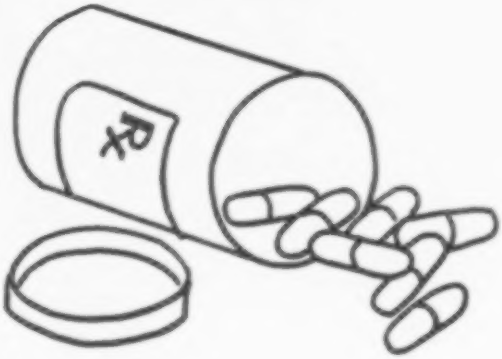

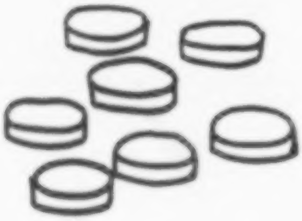

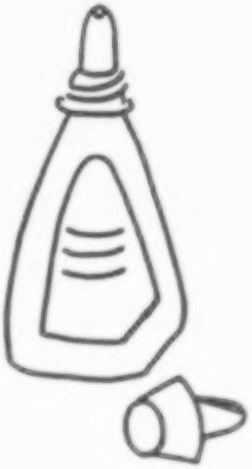

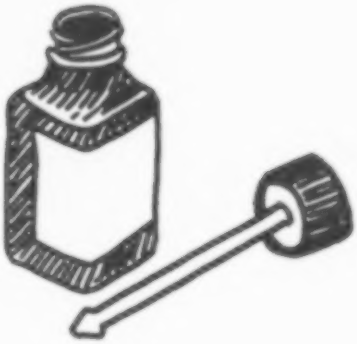

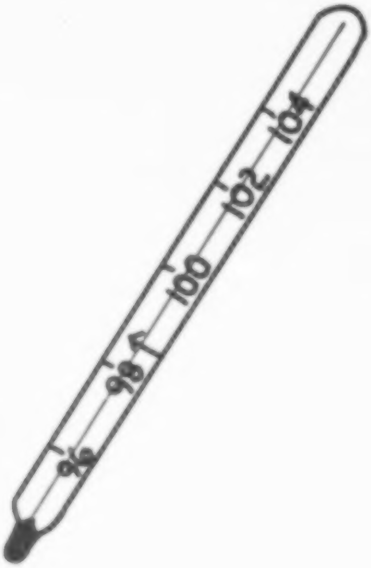
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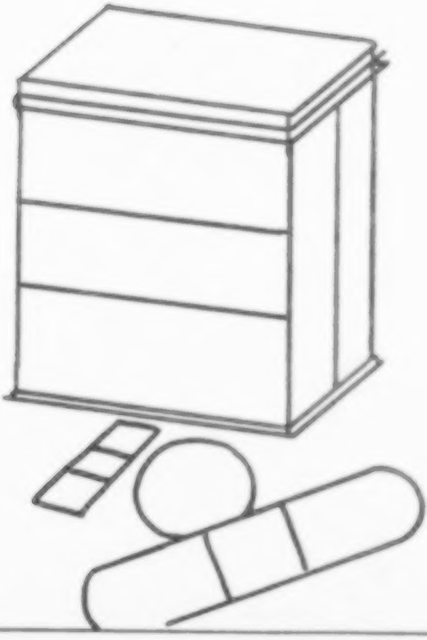

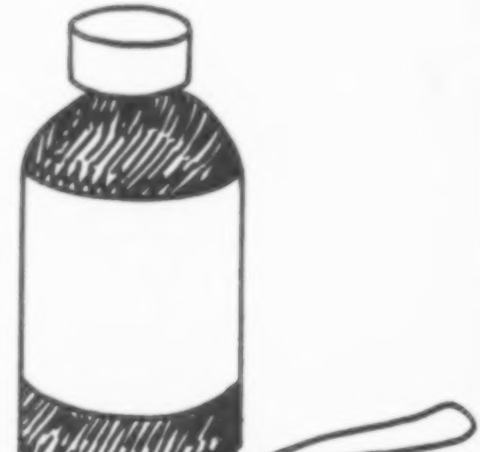

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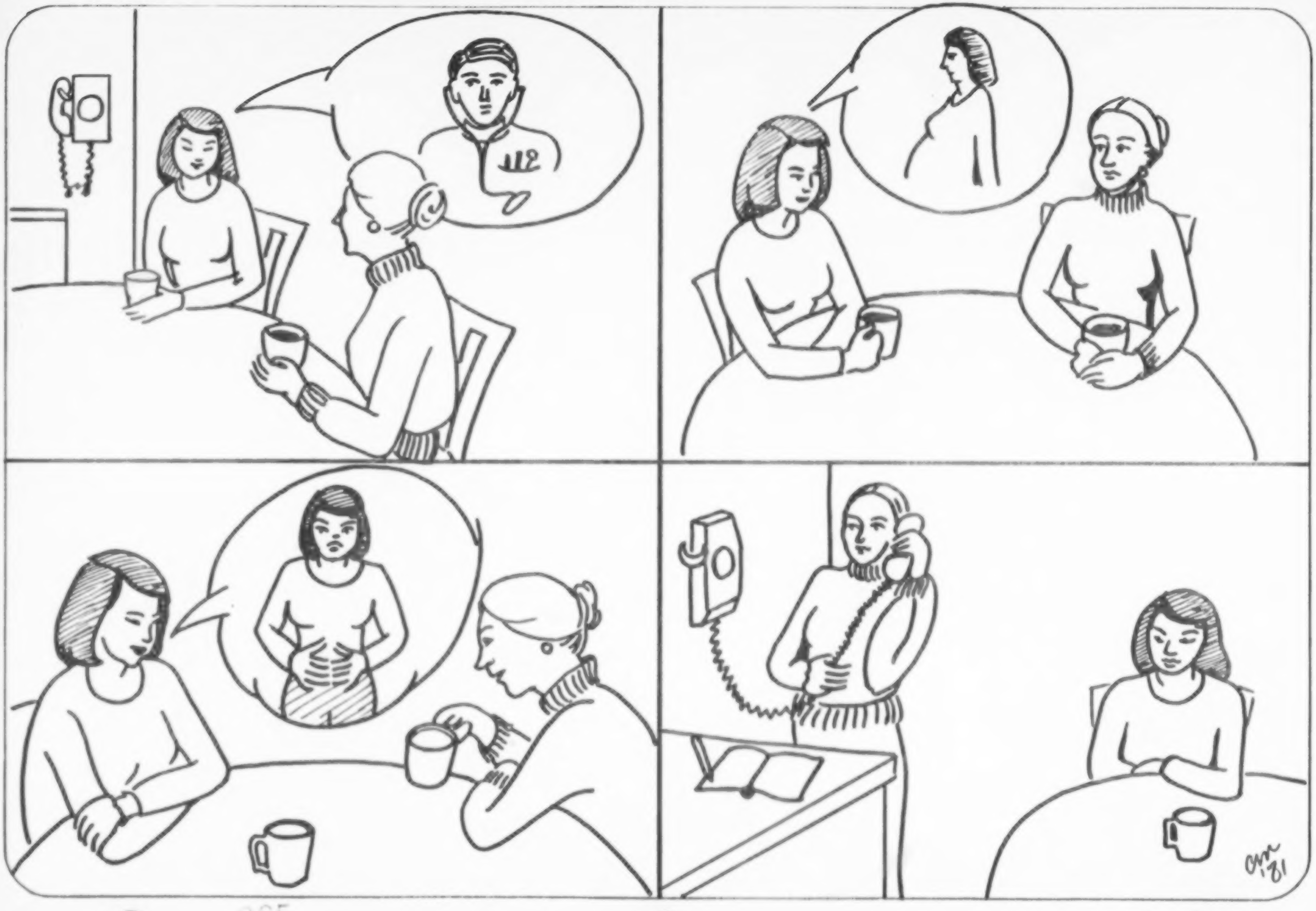
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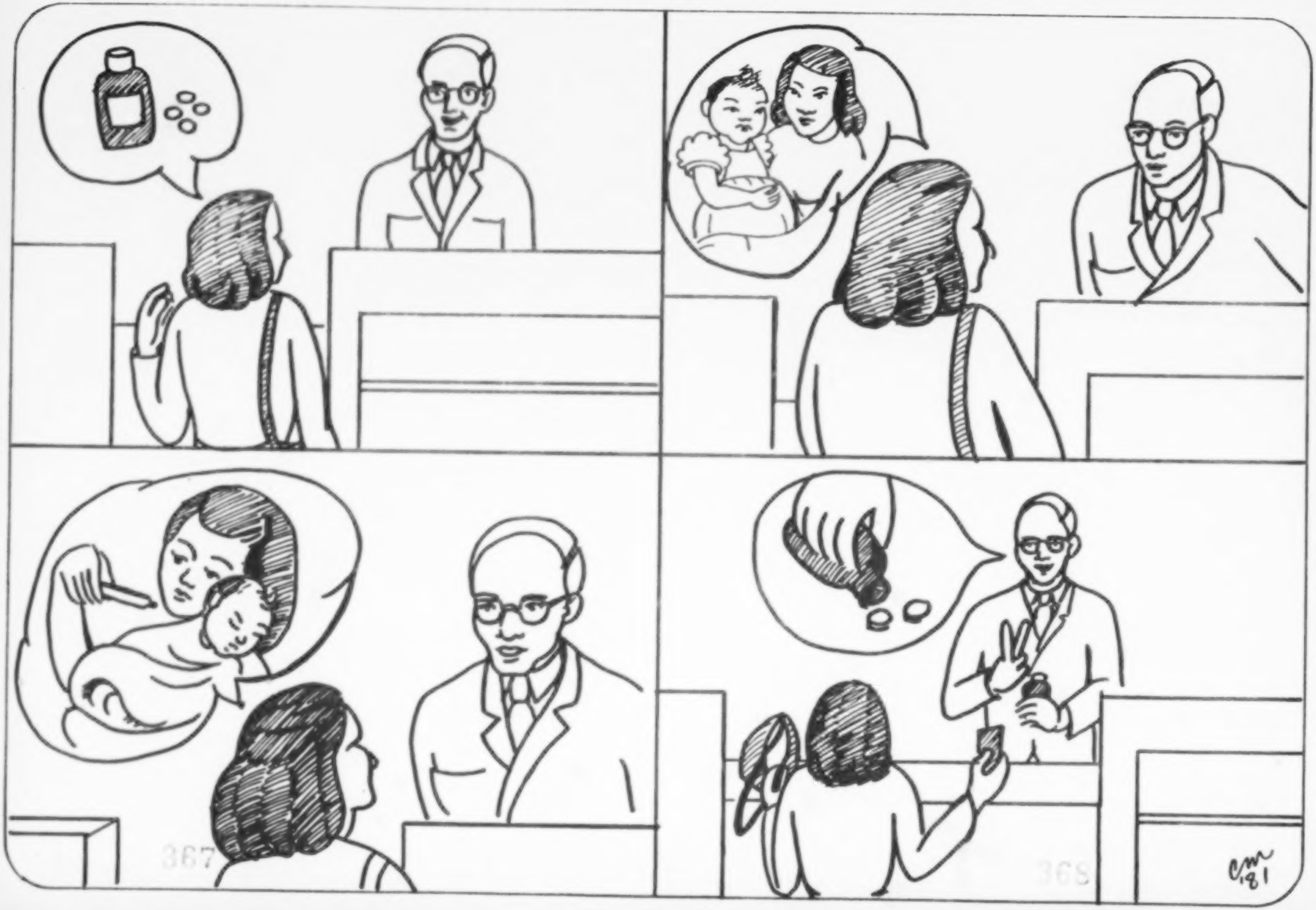
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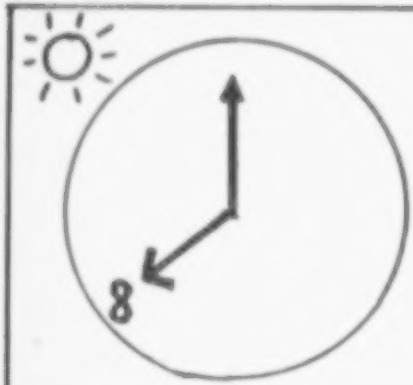 	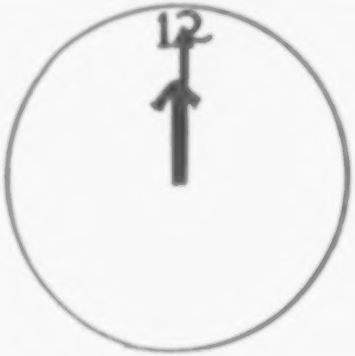 	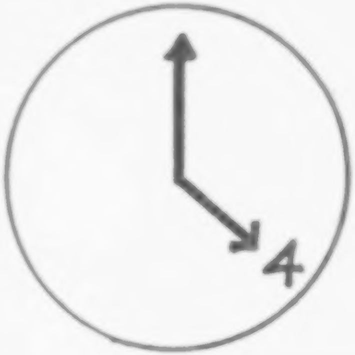 	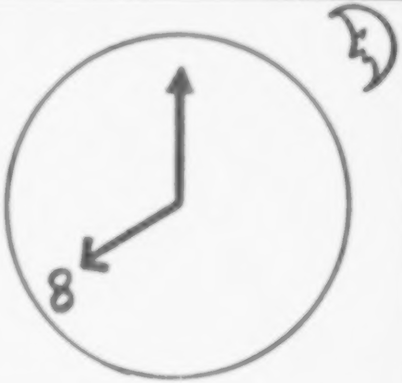
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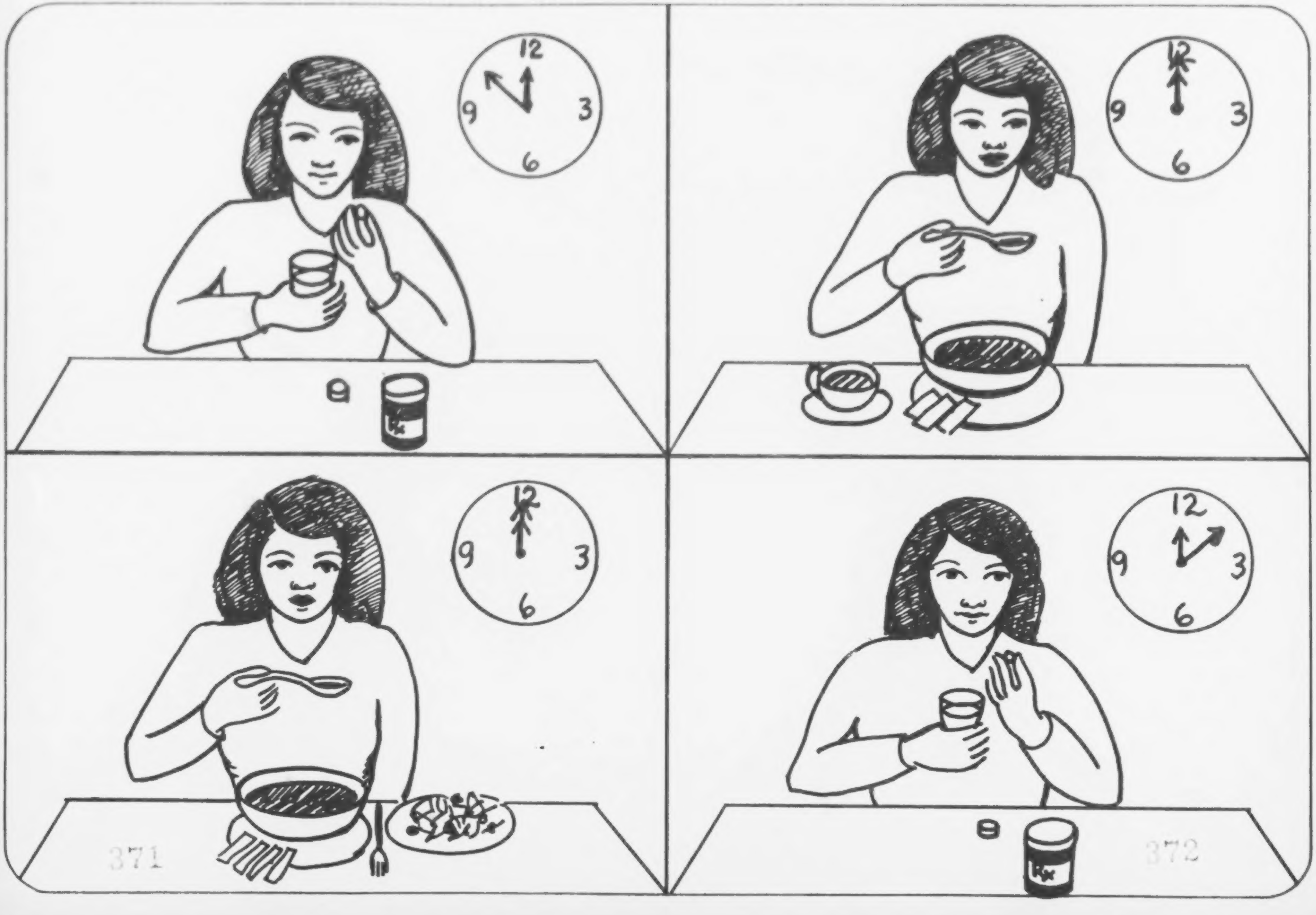
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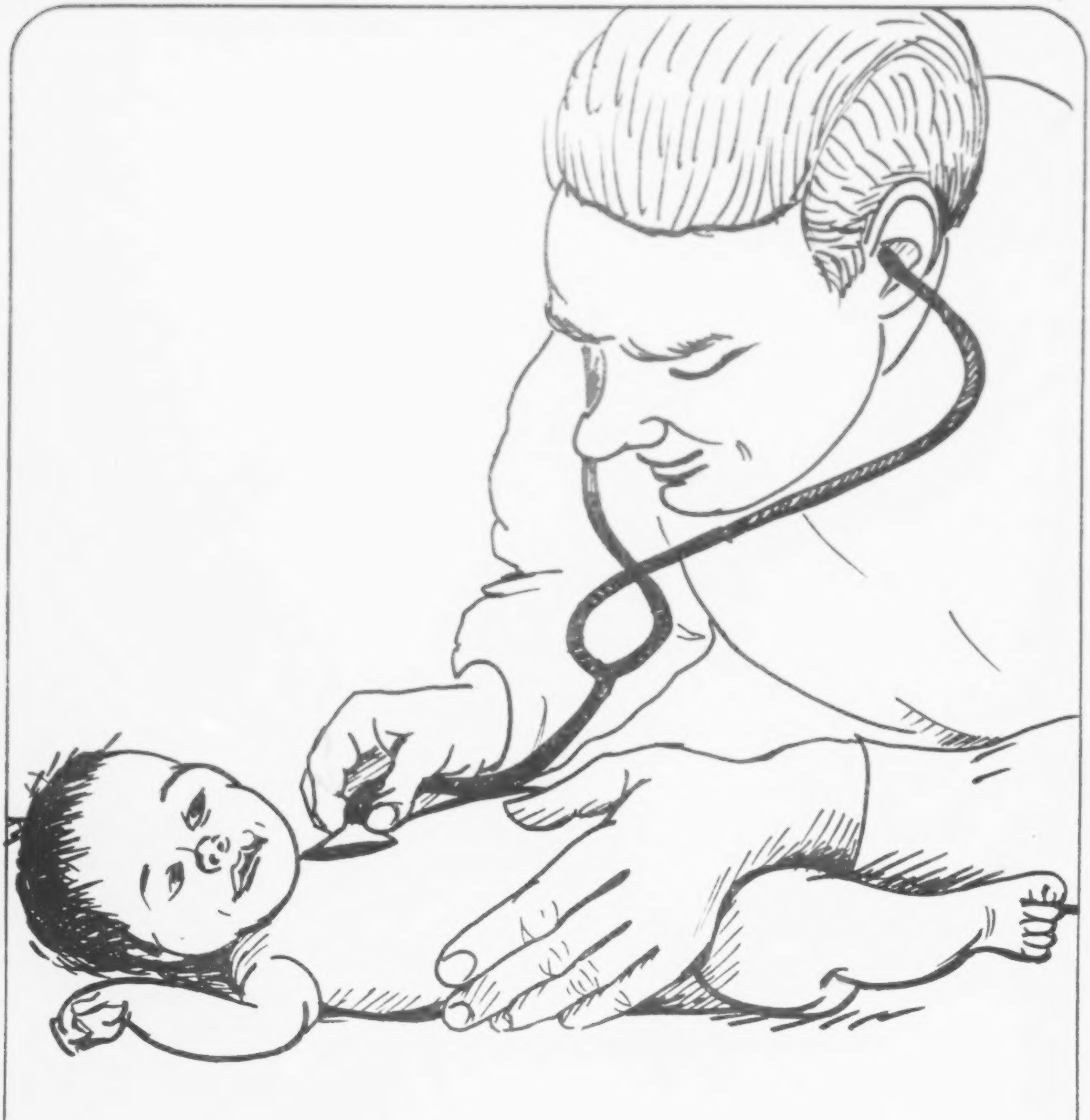
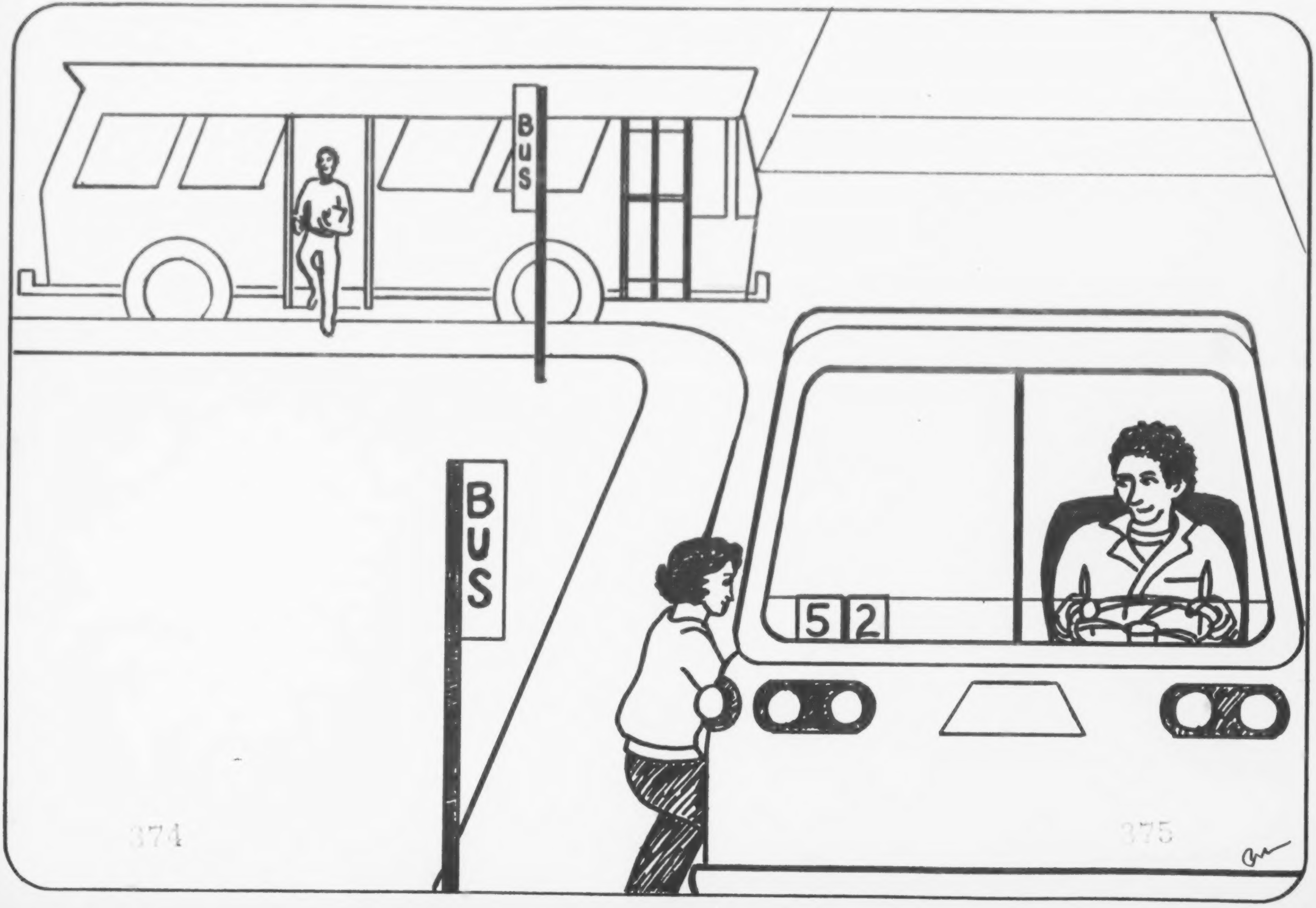


- ☐ birth
- ☐ 6 weeks
- ☐ 4-4½ mo
- ☐ 9 mo
- ☐ 15 mo
- ☐ 24 mo
- ☐ 3½ years
- ☐ 5 years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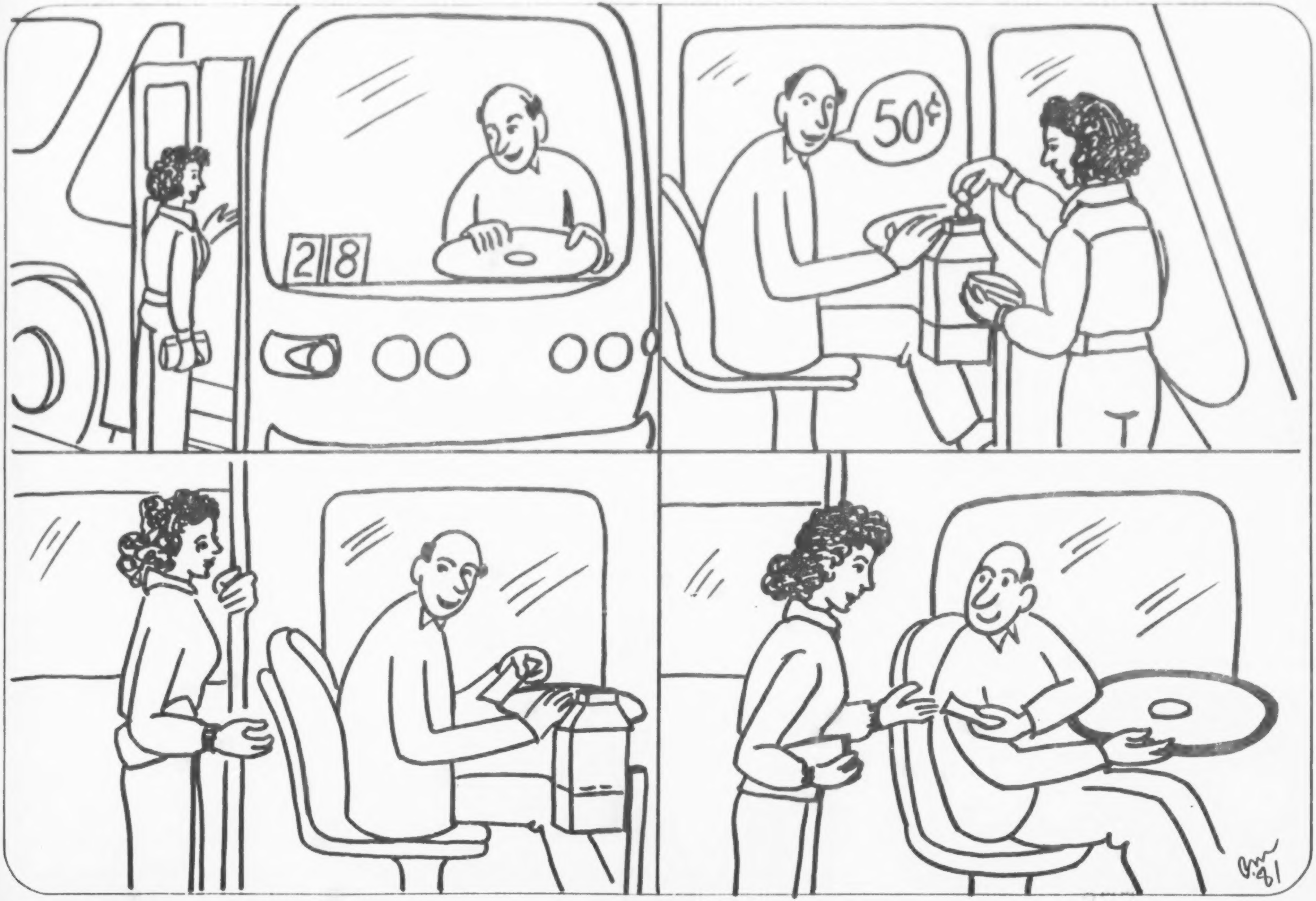
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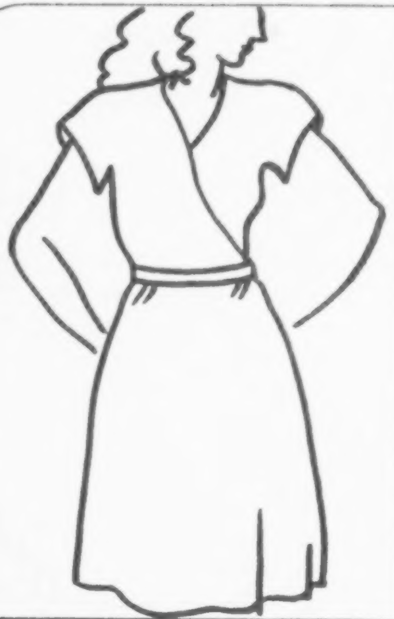

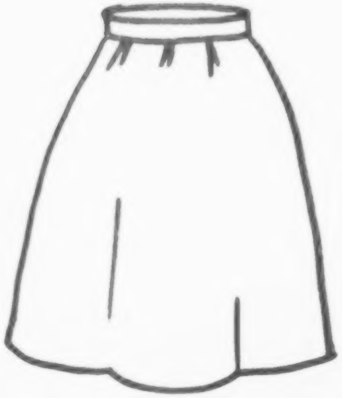

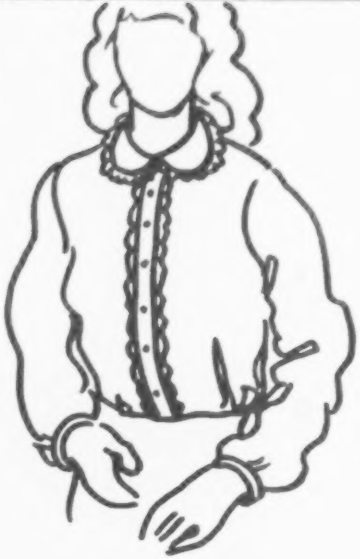

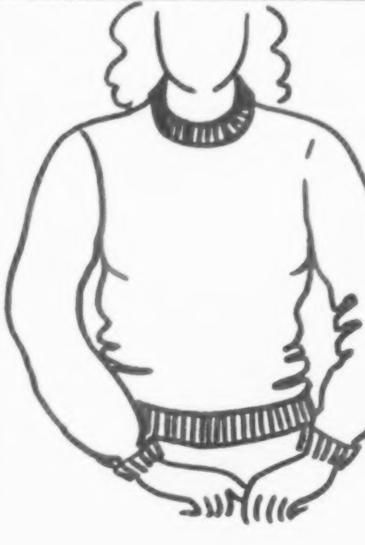

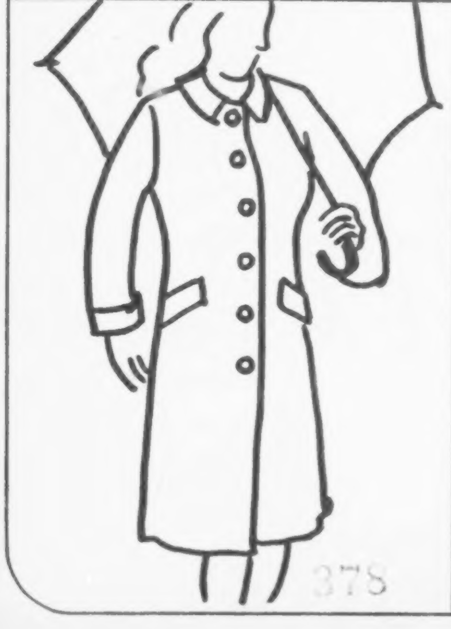

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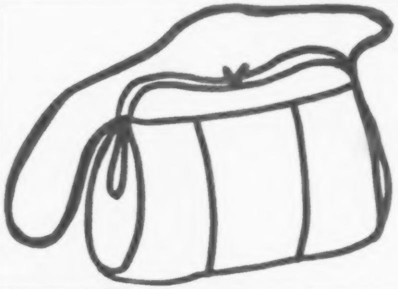

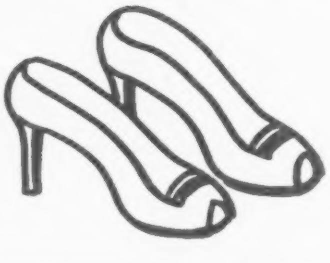

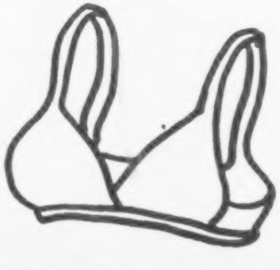

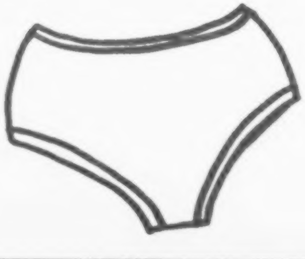

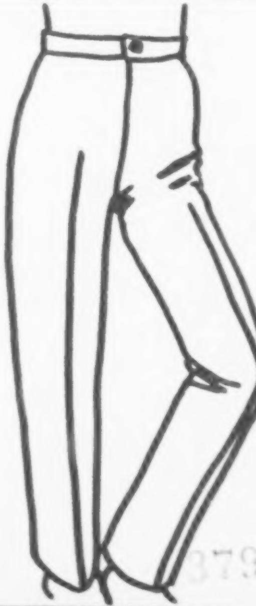

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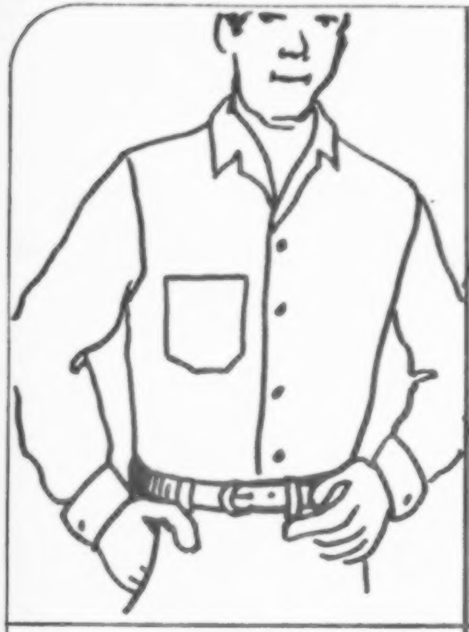

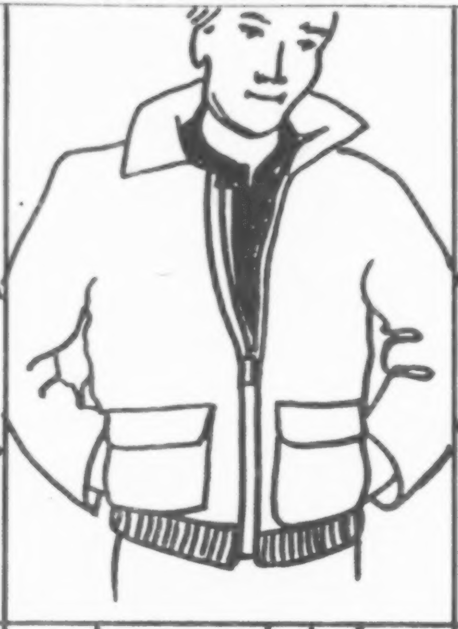

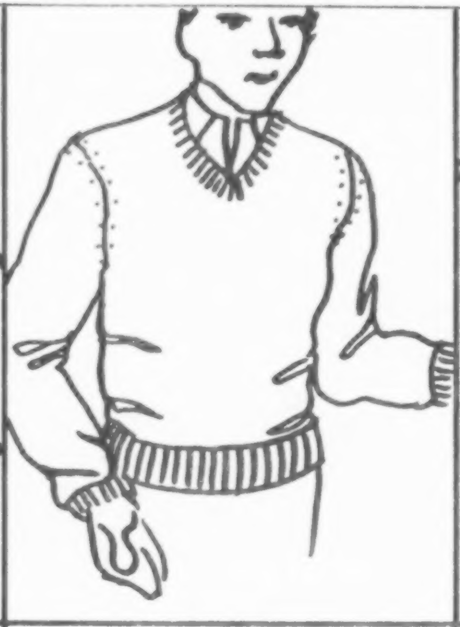

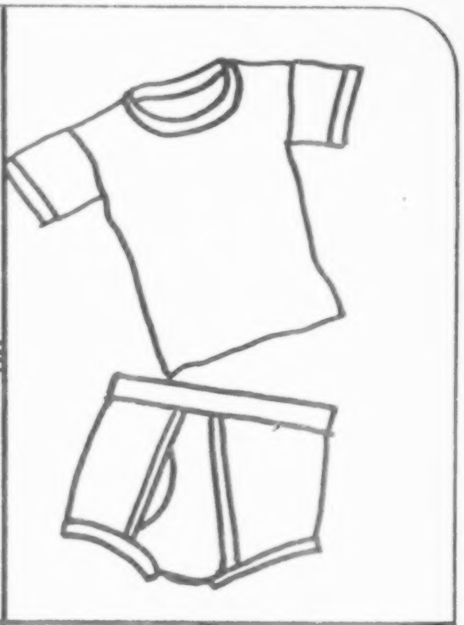

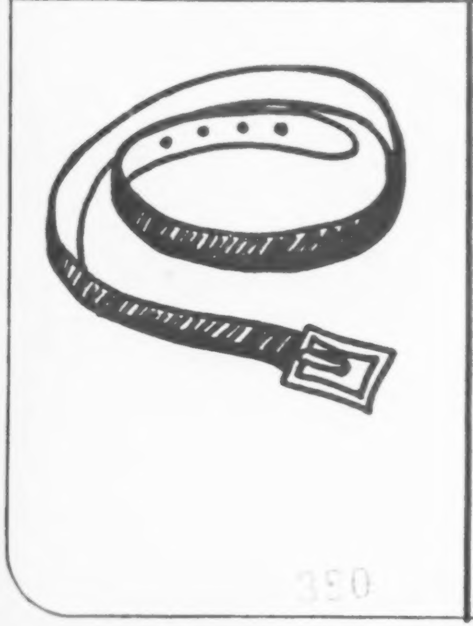
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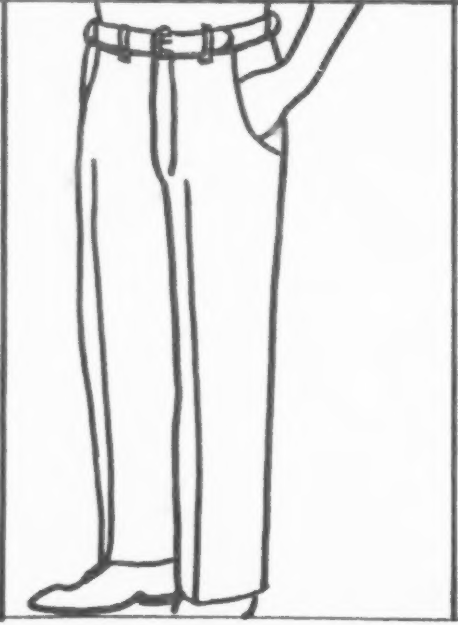

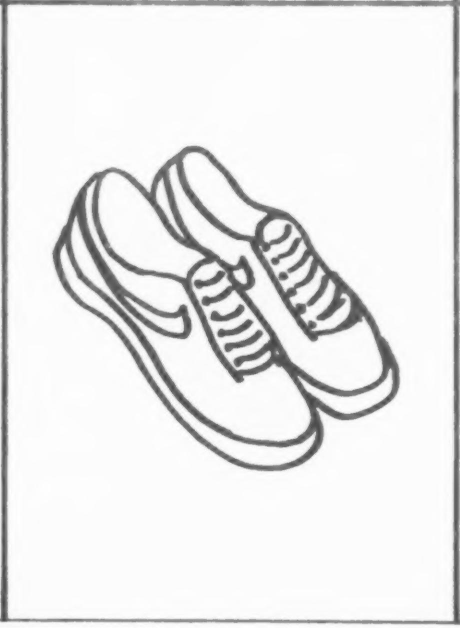

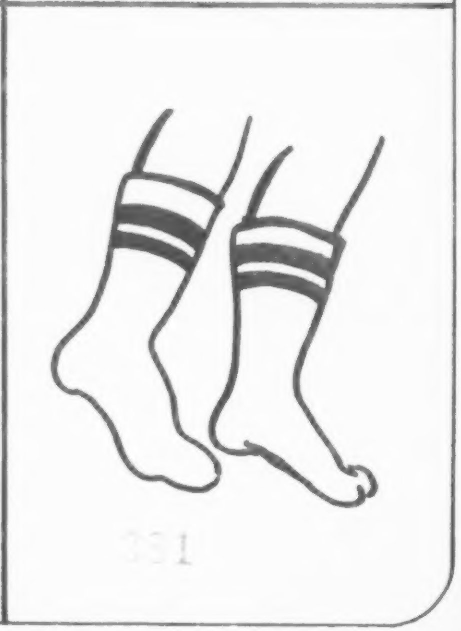
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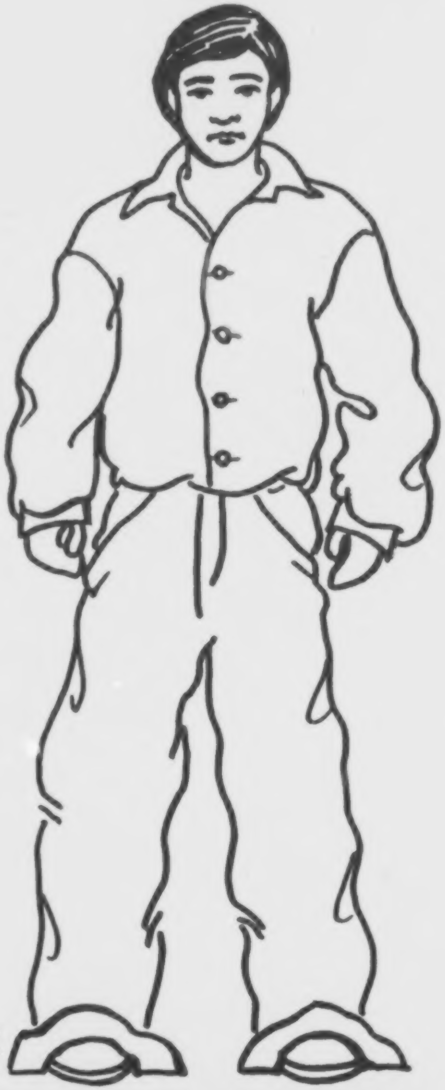

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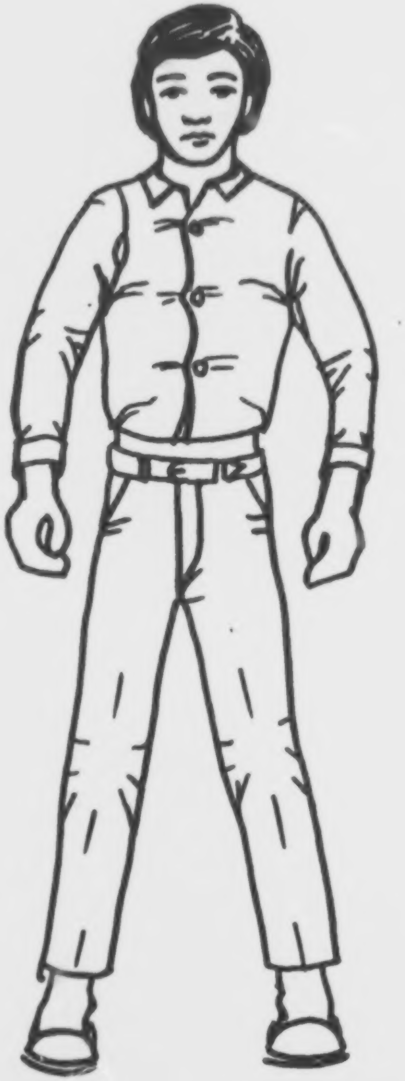

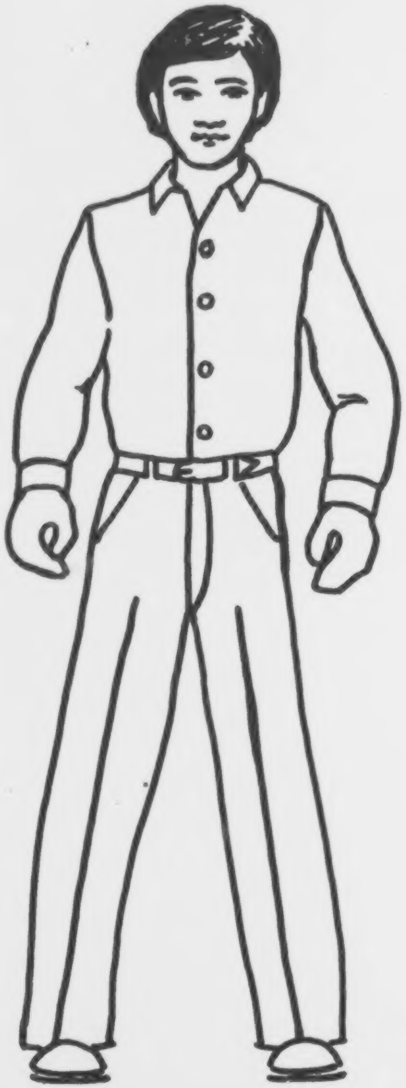

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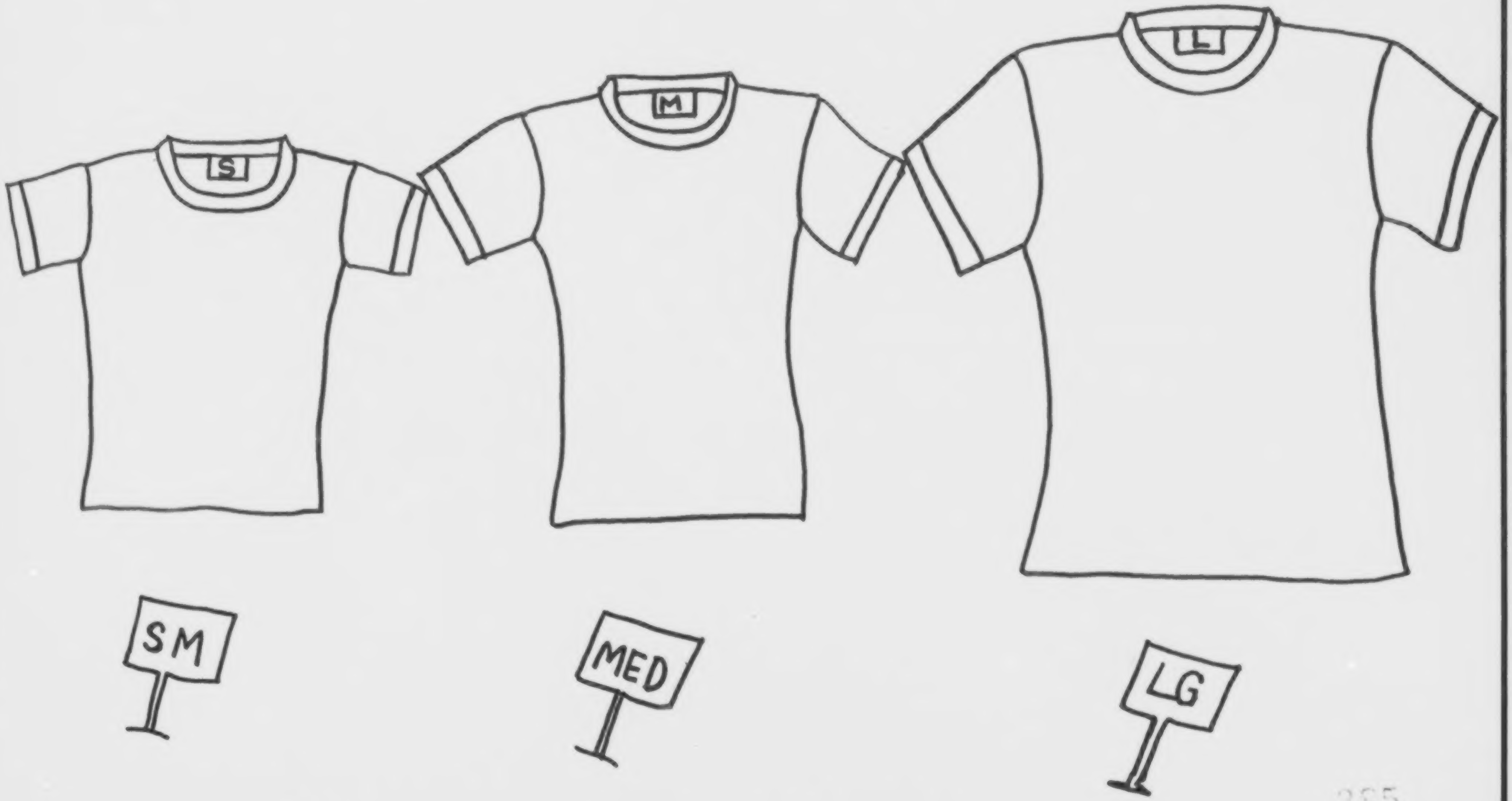
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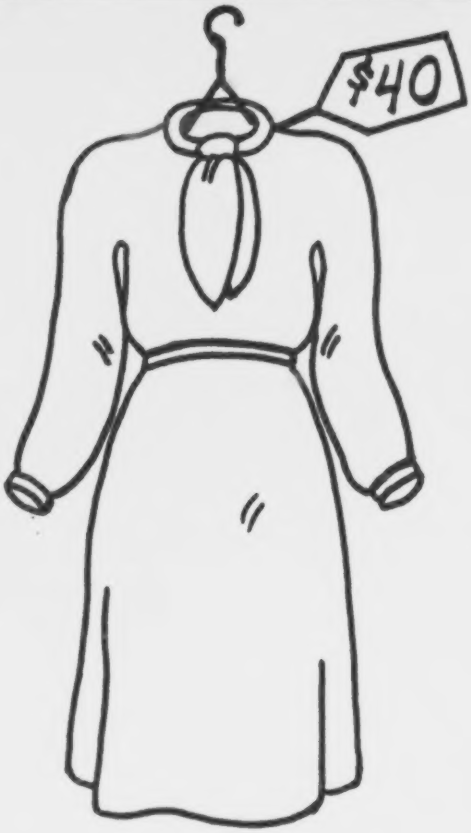
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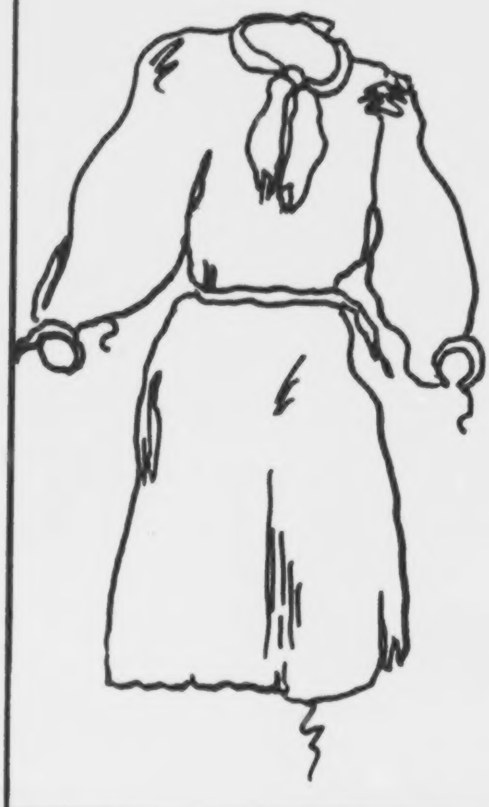

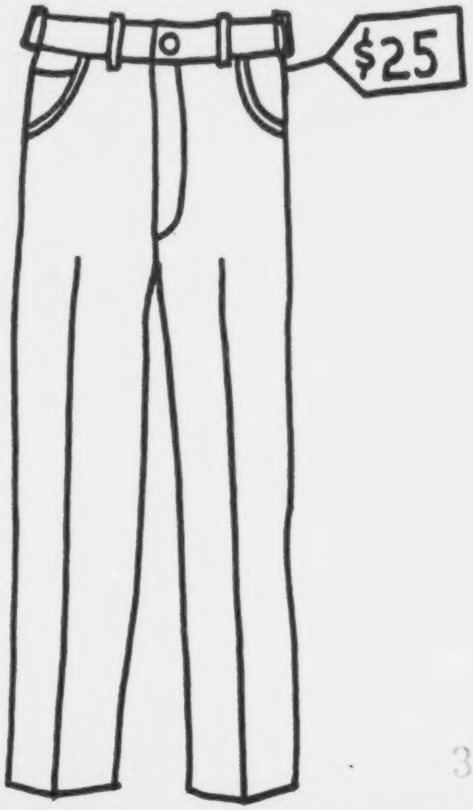
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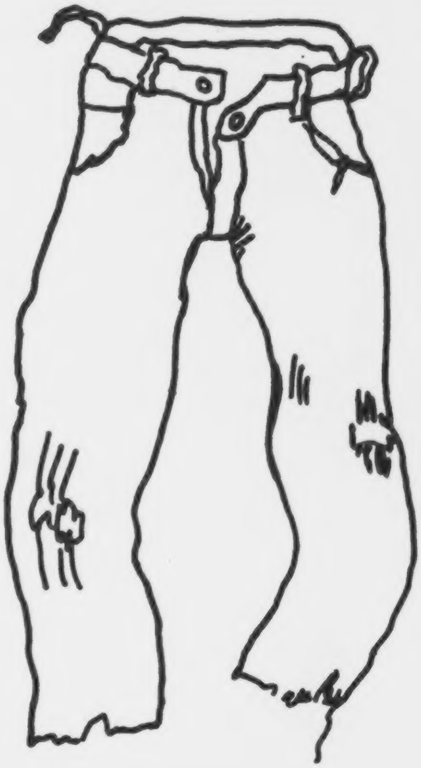

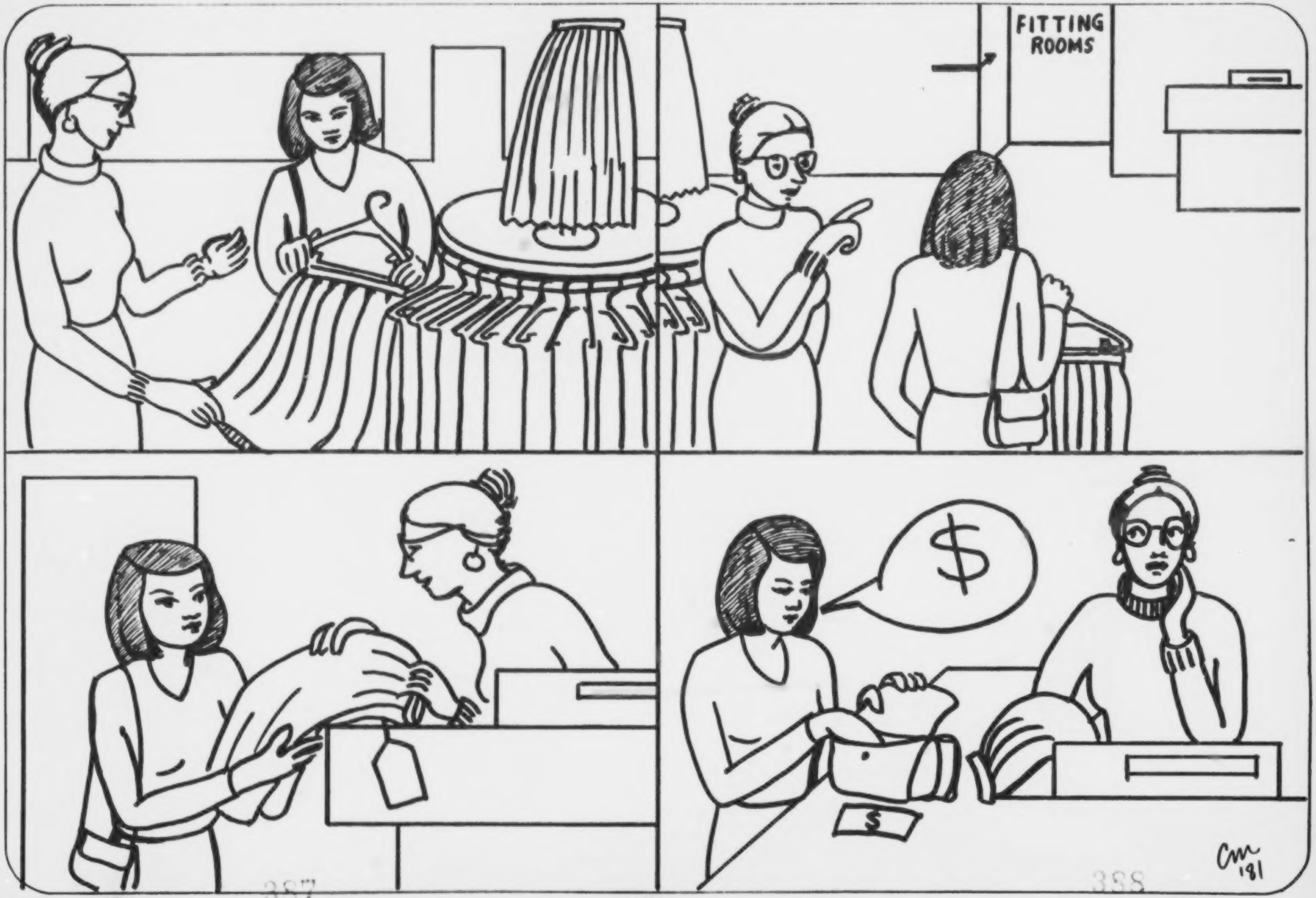
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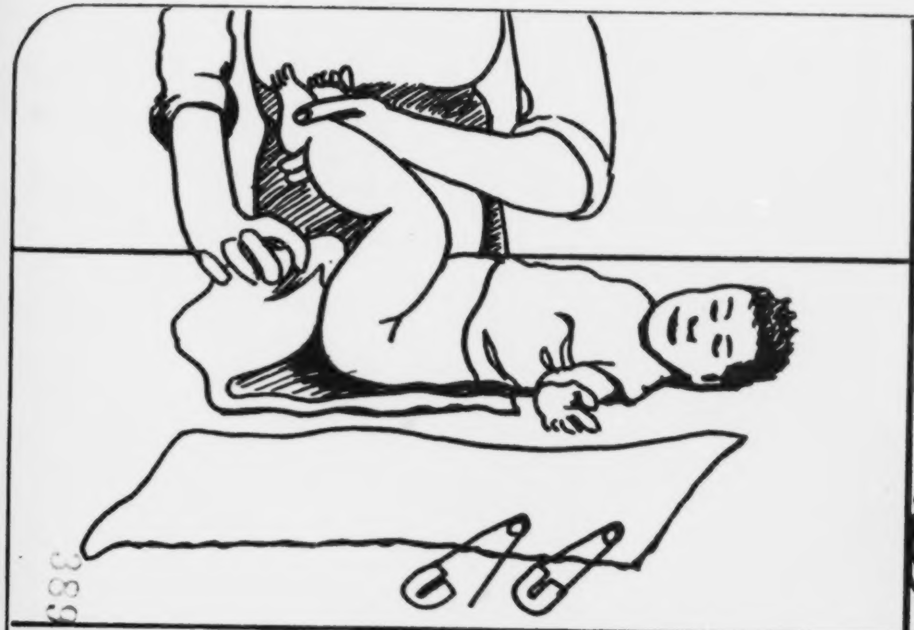

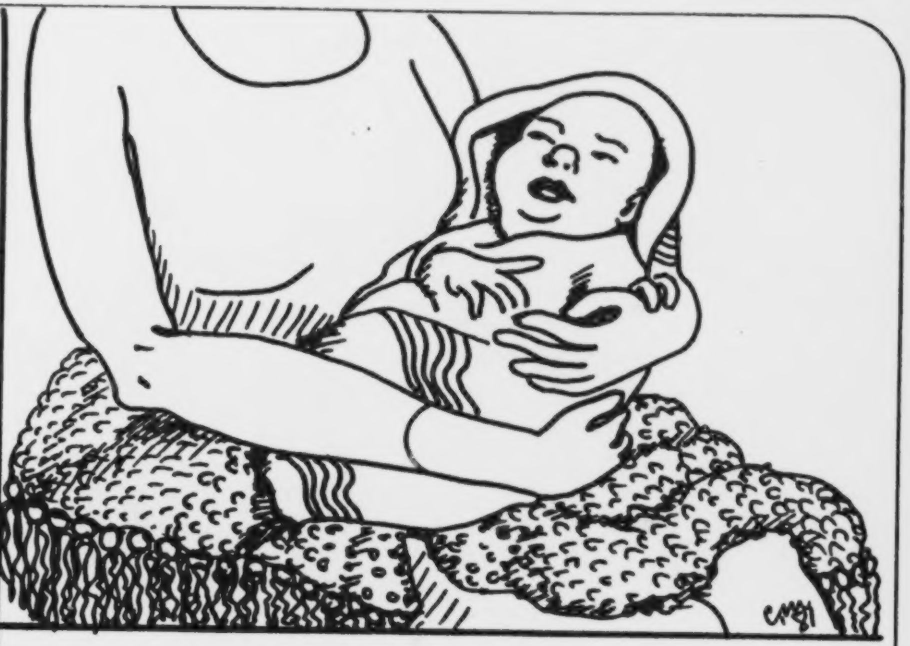

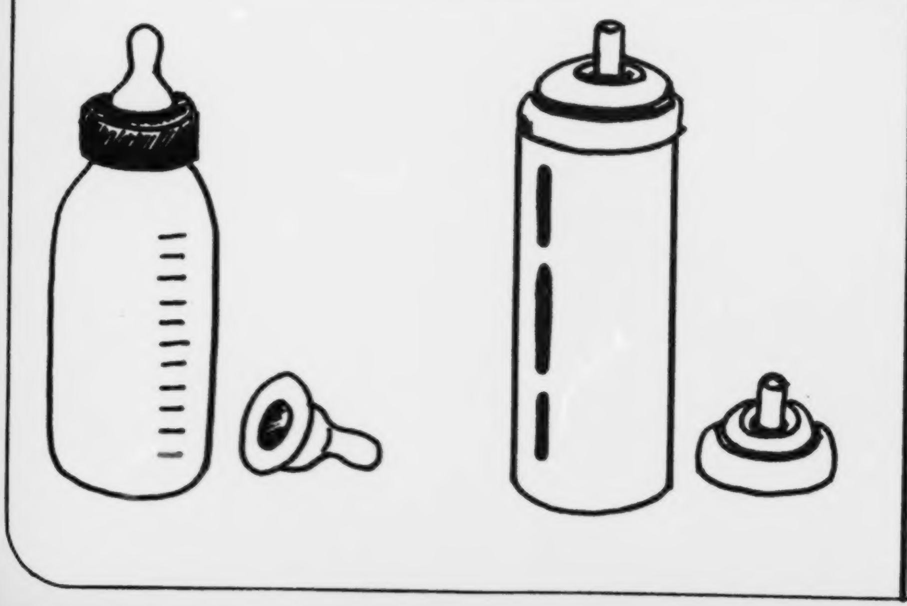

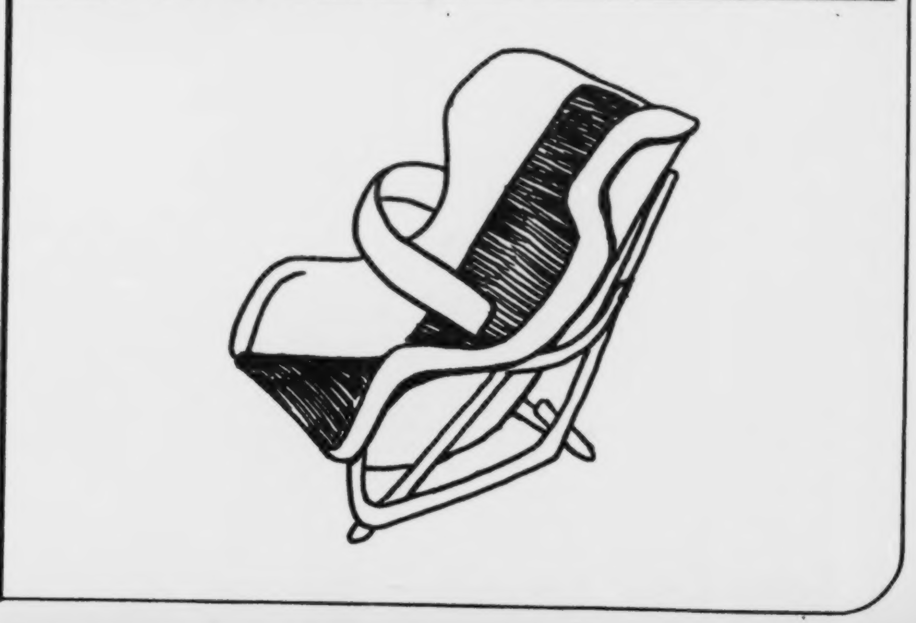

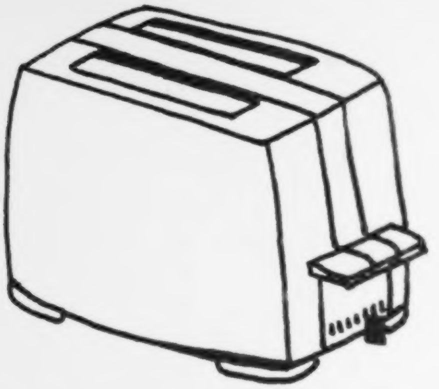

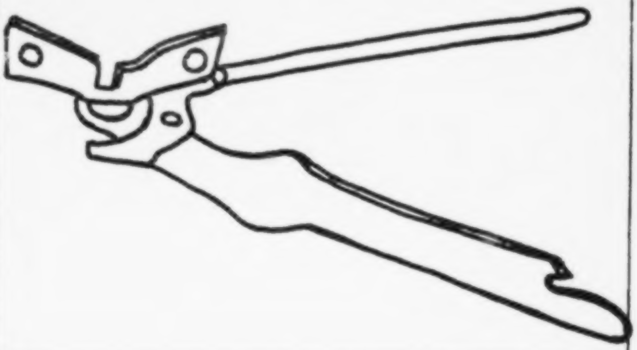

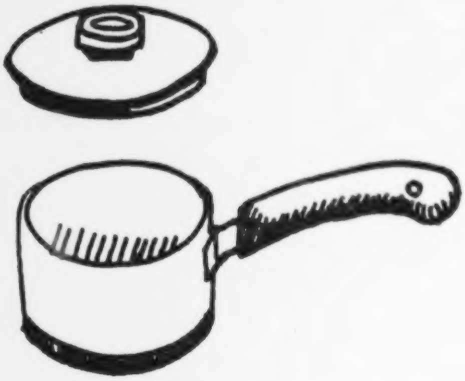

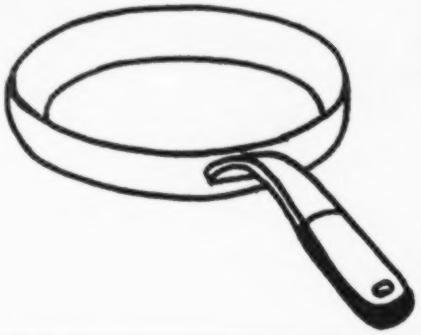

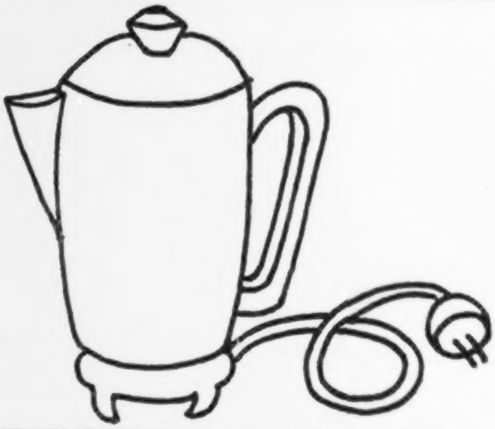

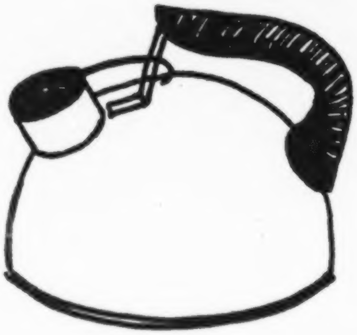

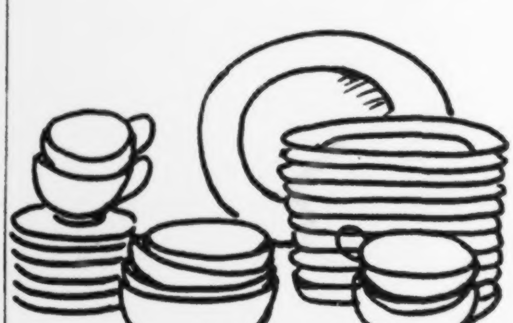

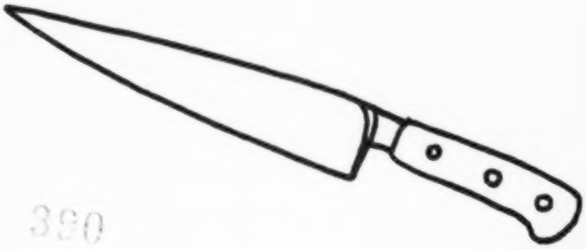

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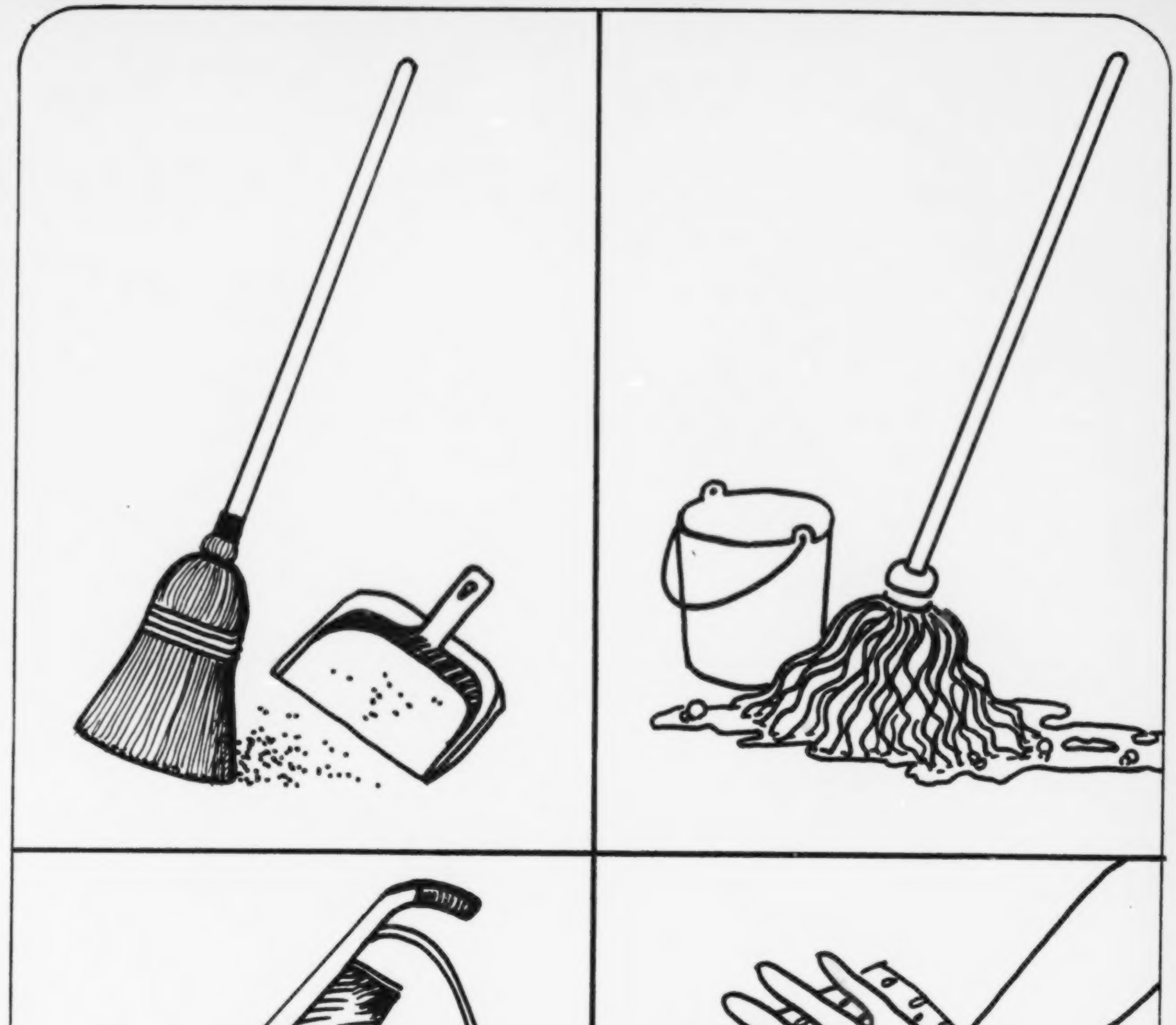
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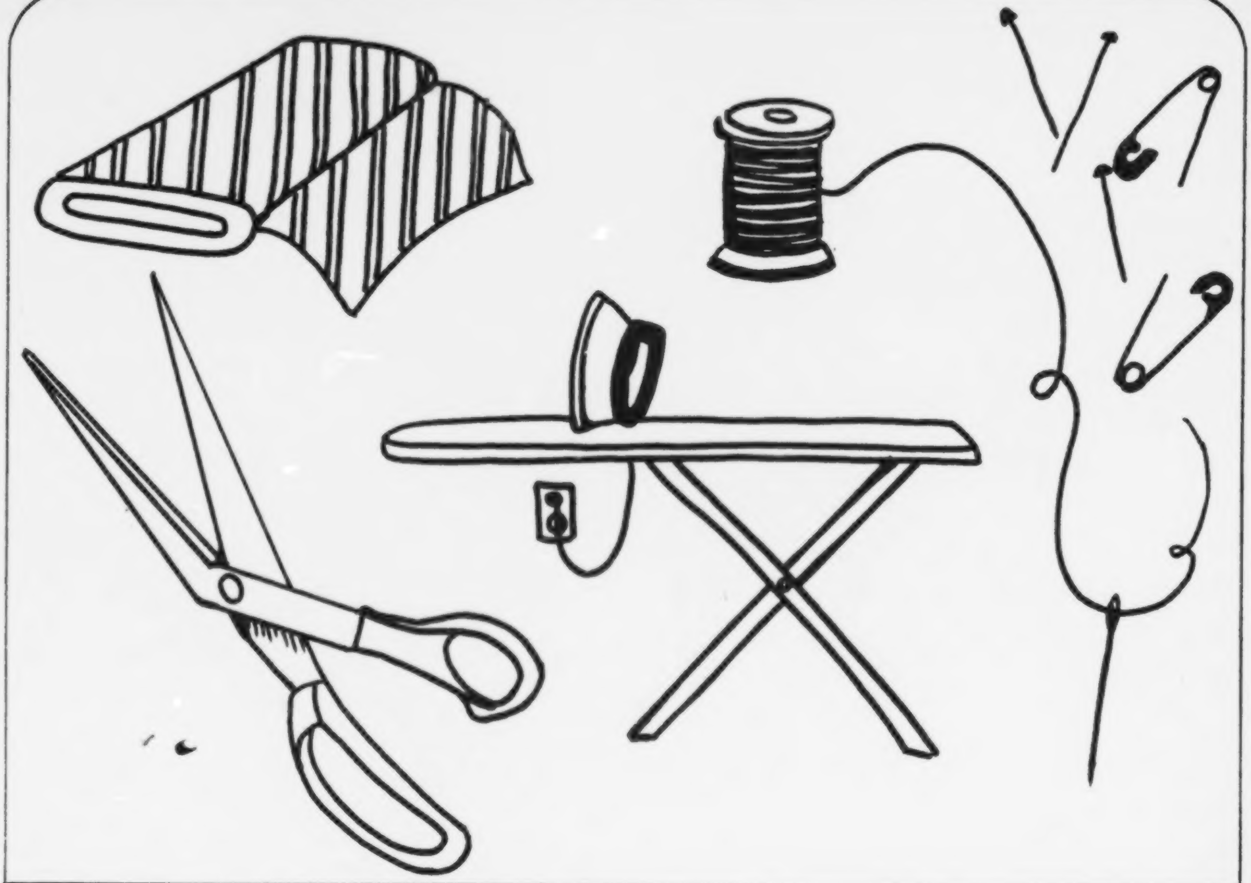

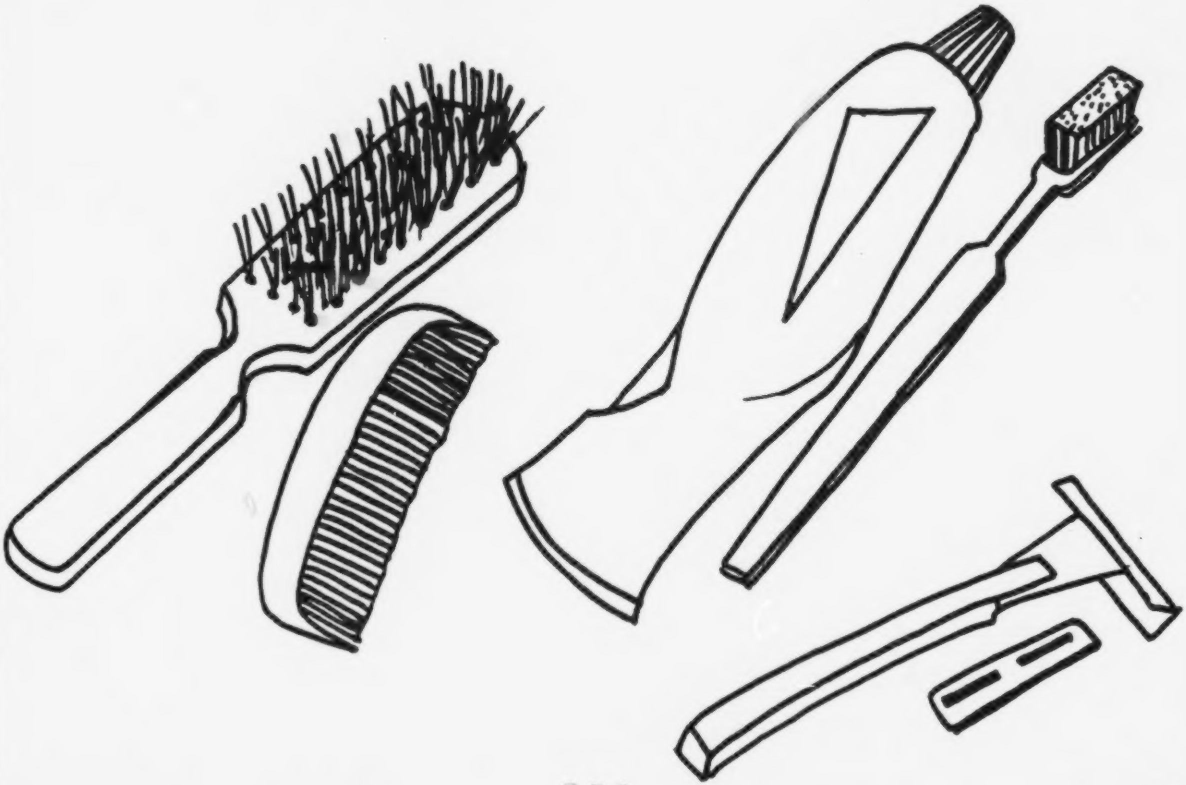

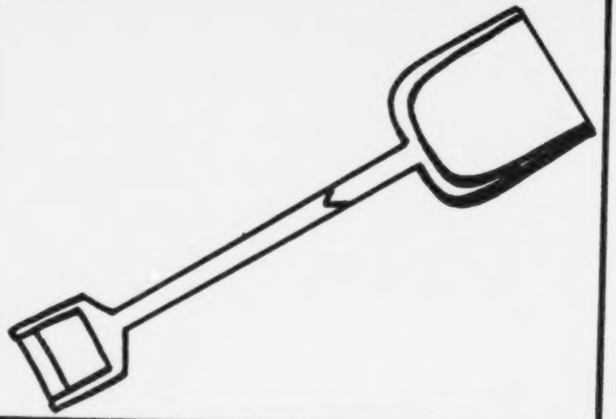

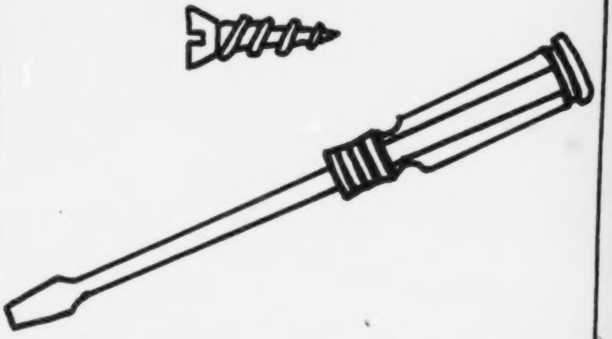

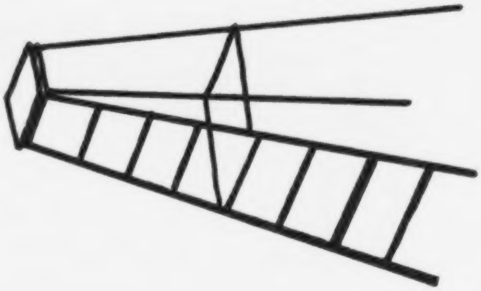

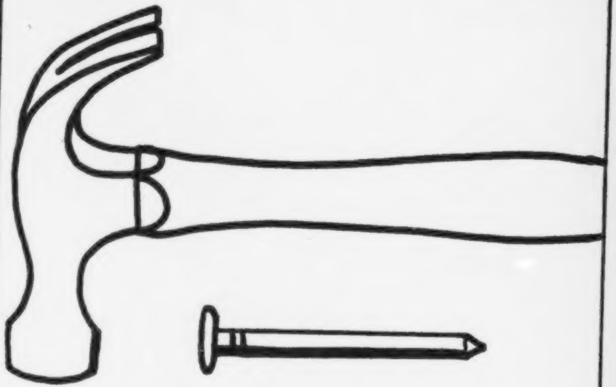

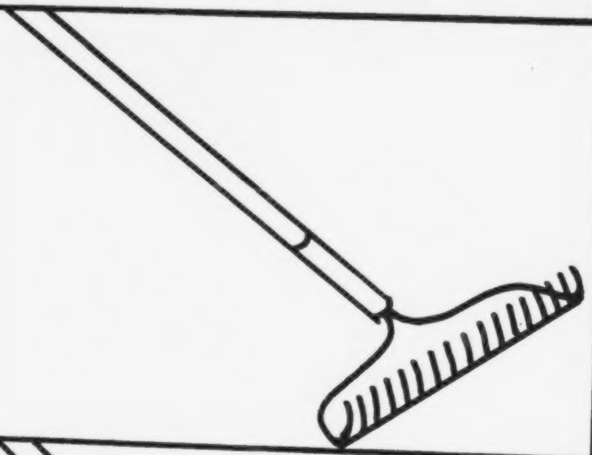

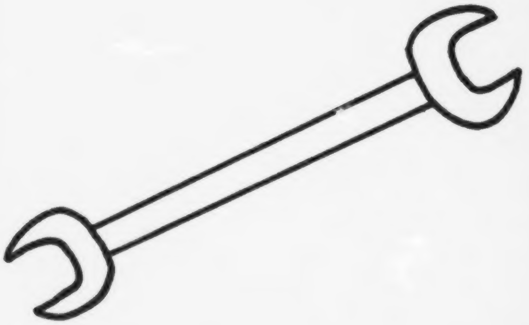

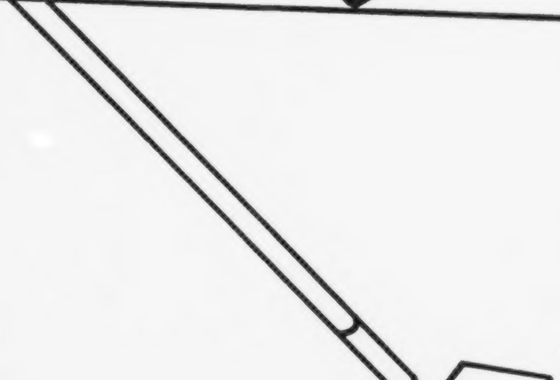

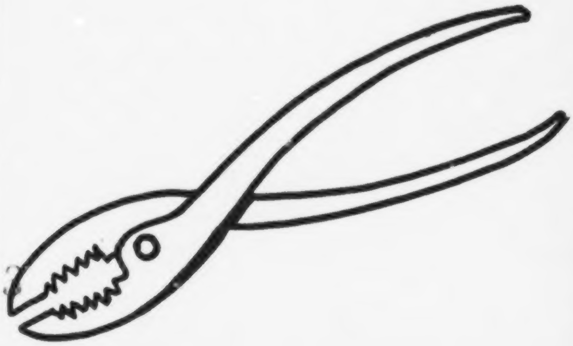

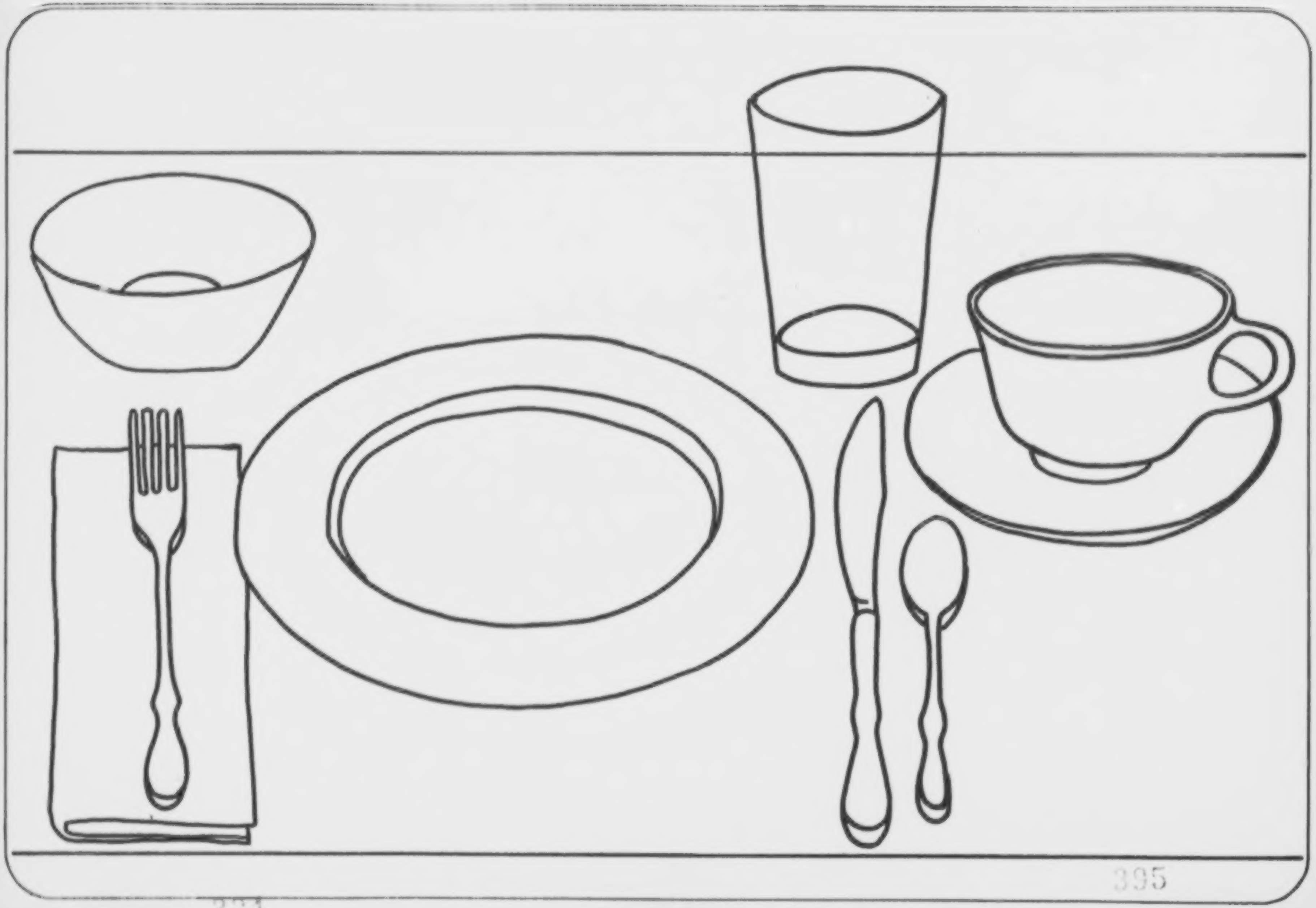

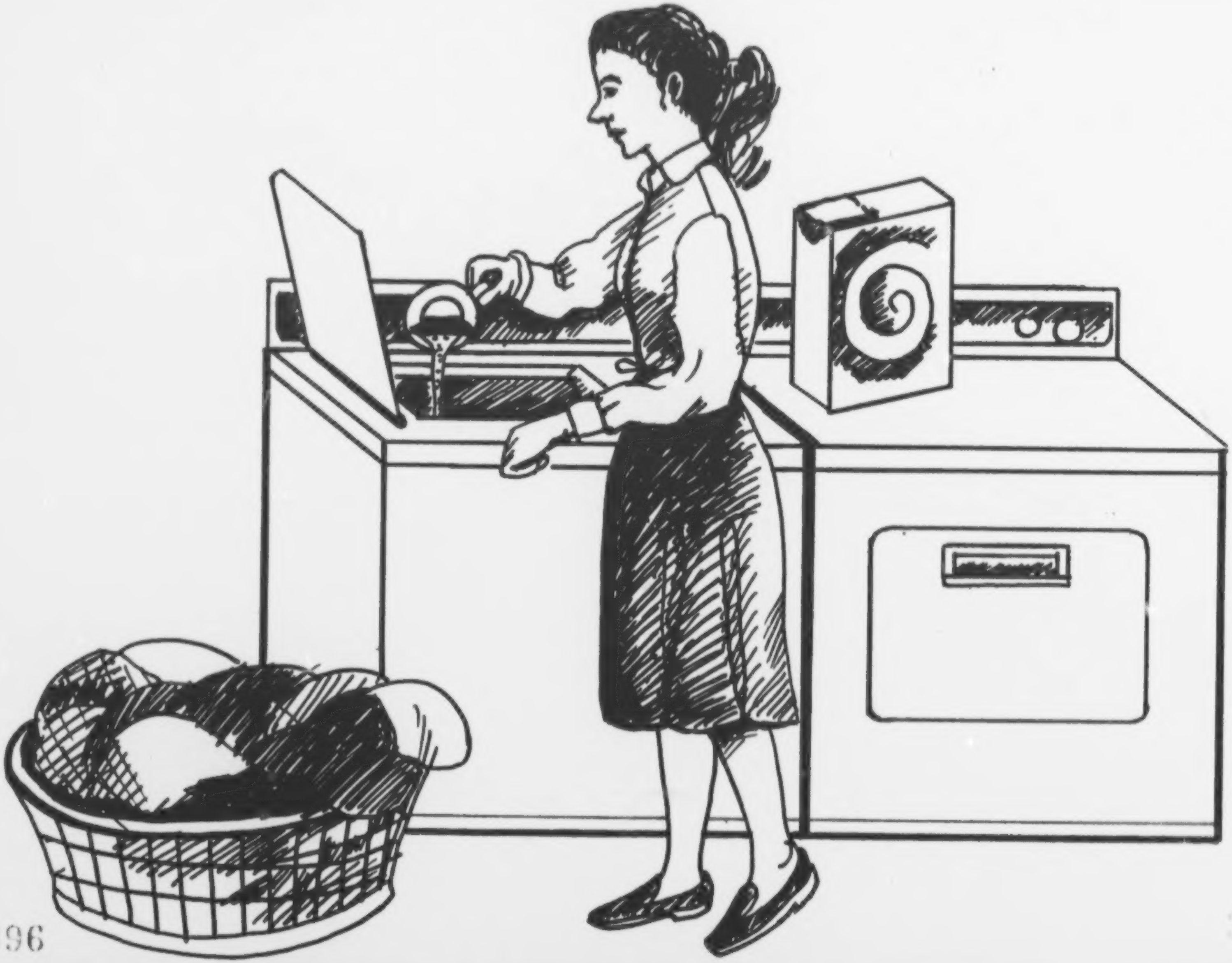

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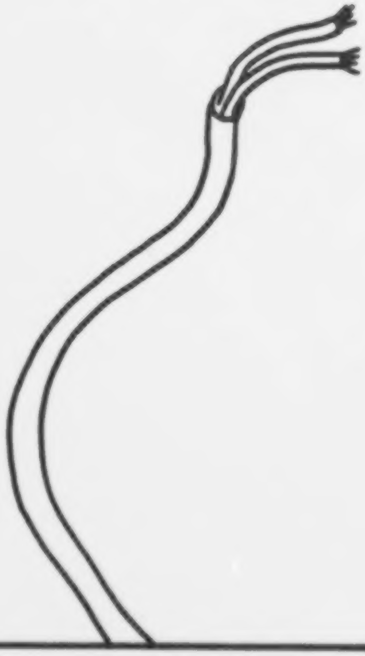

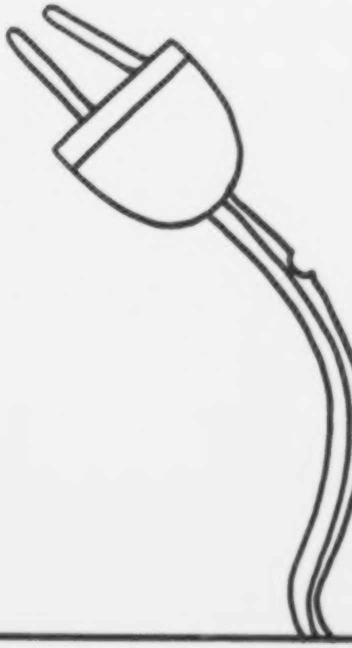

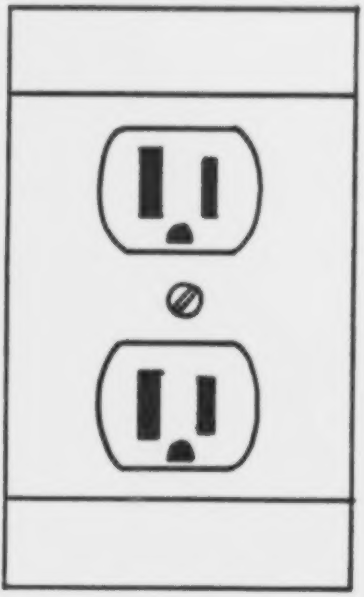

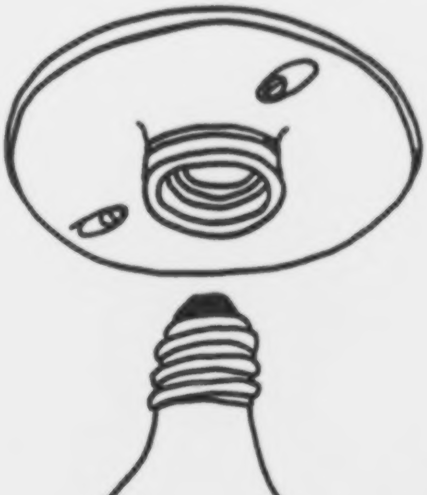

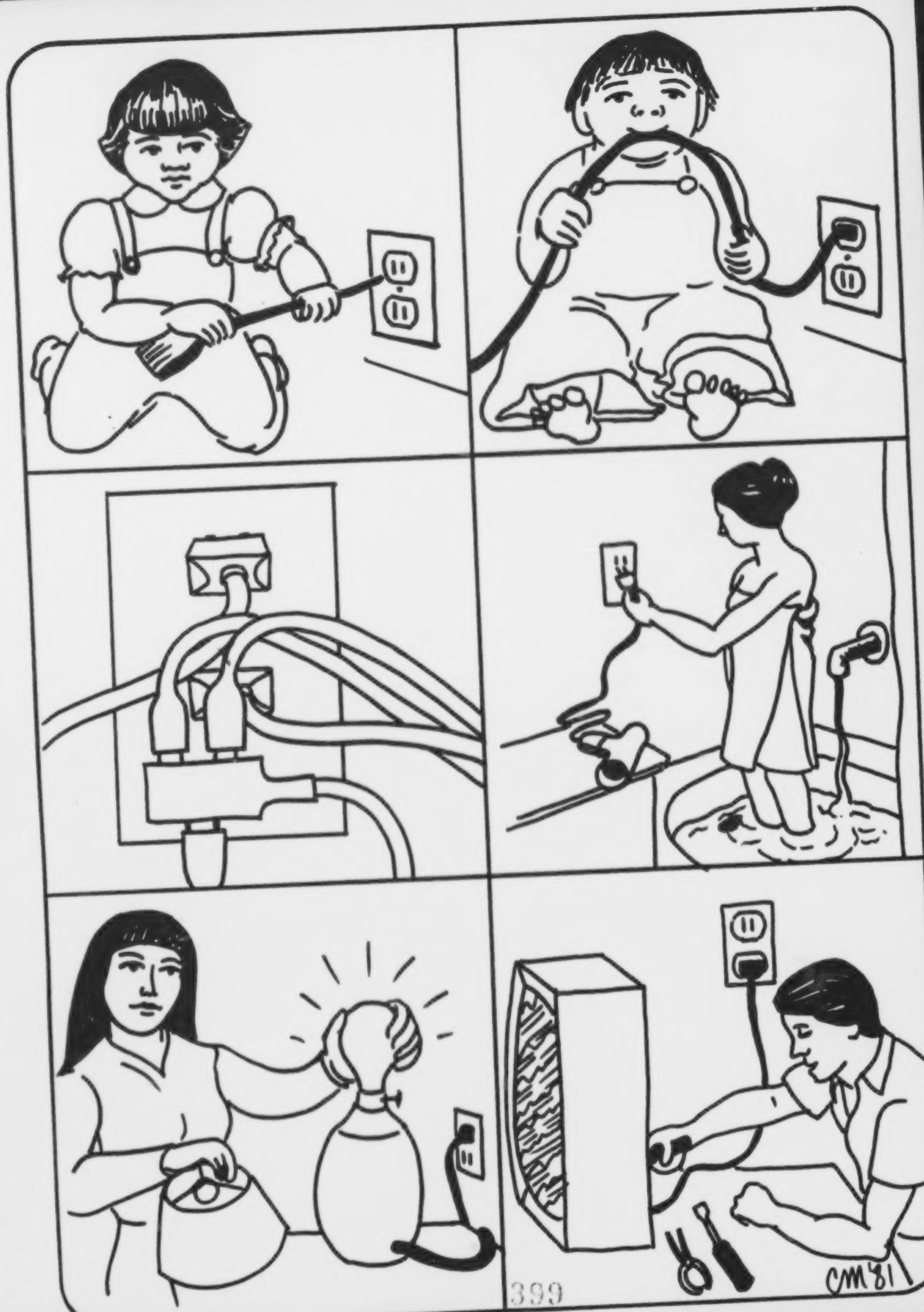
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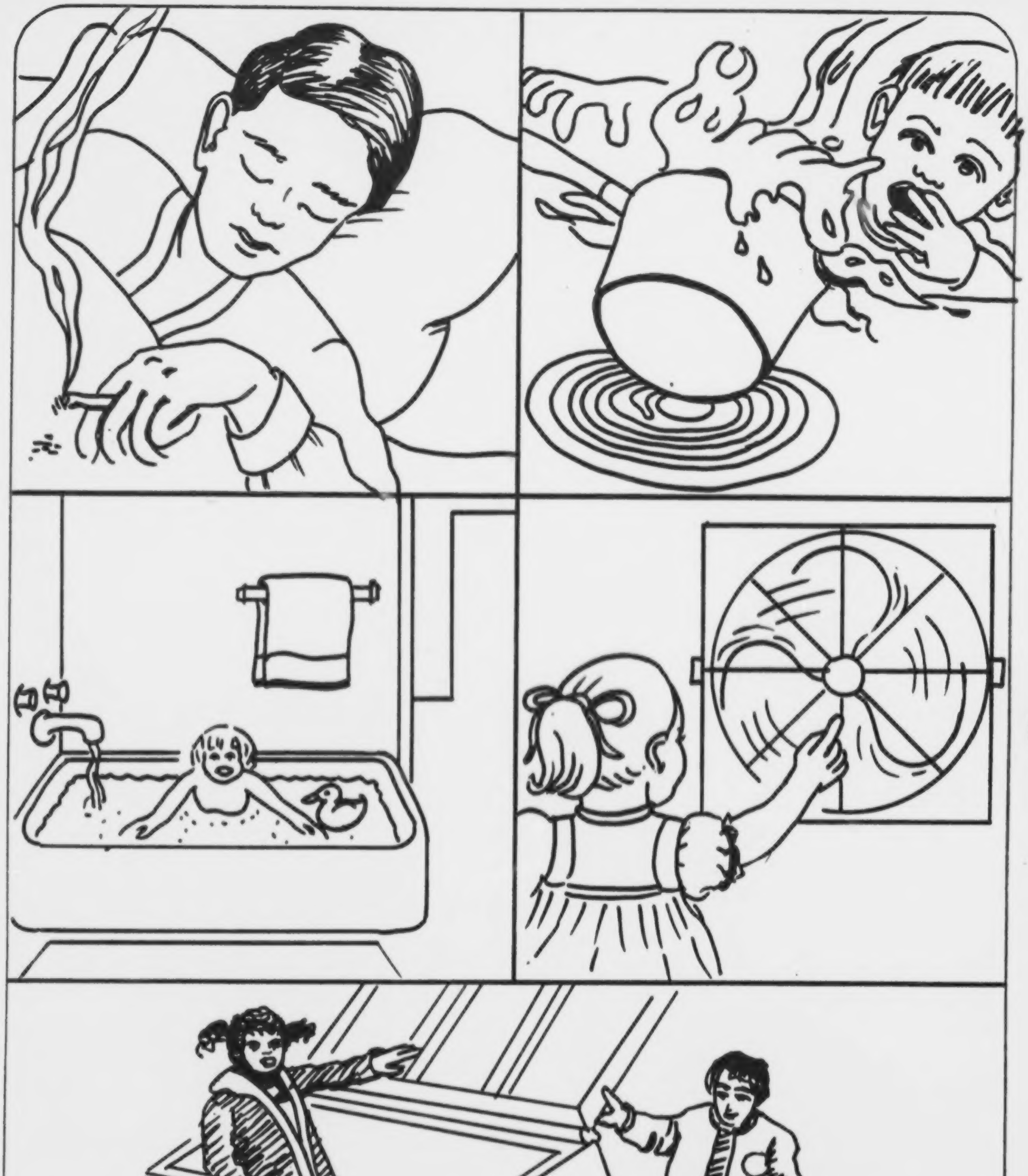

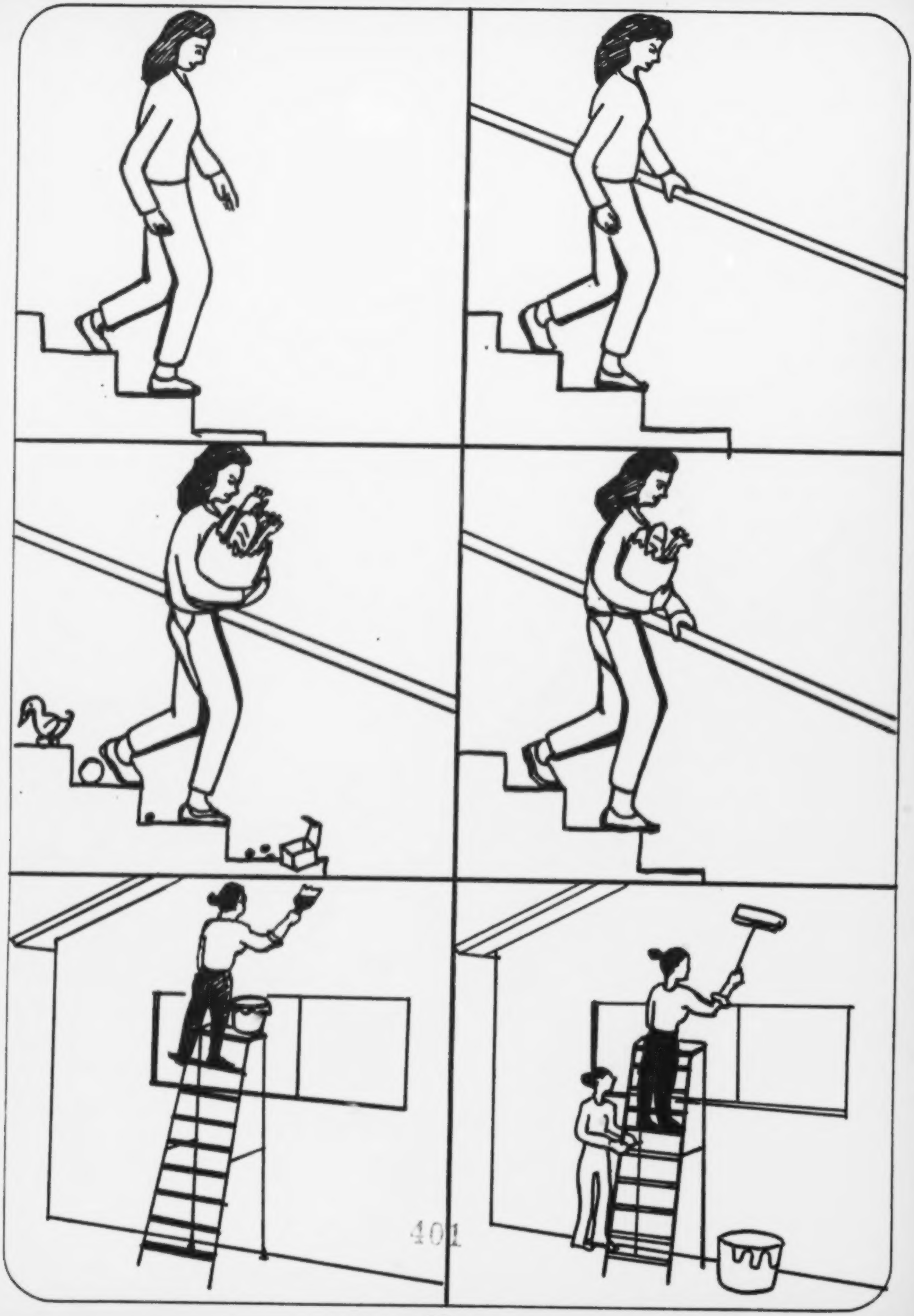

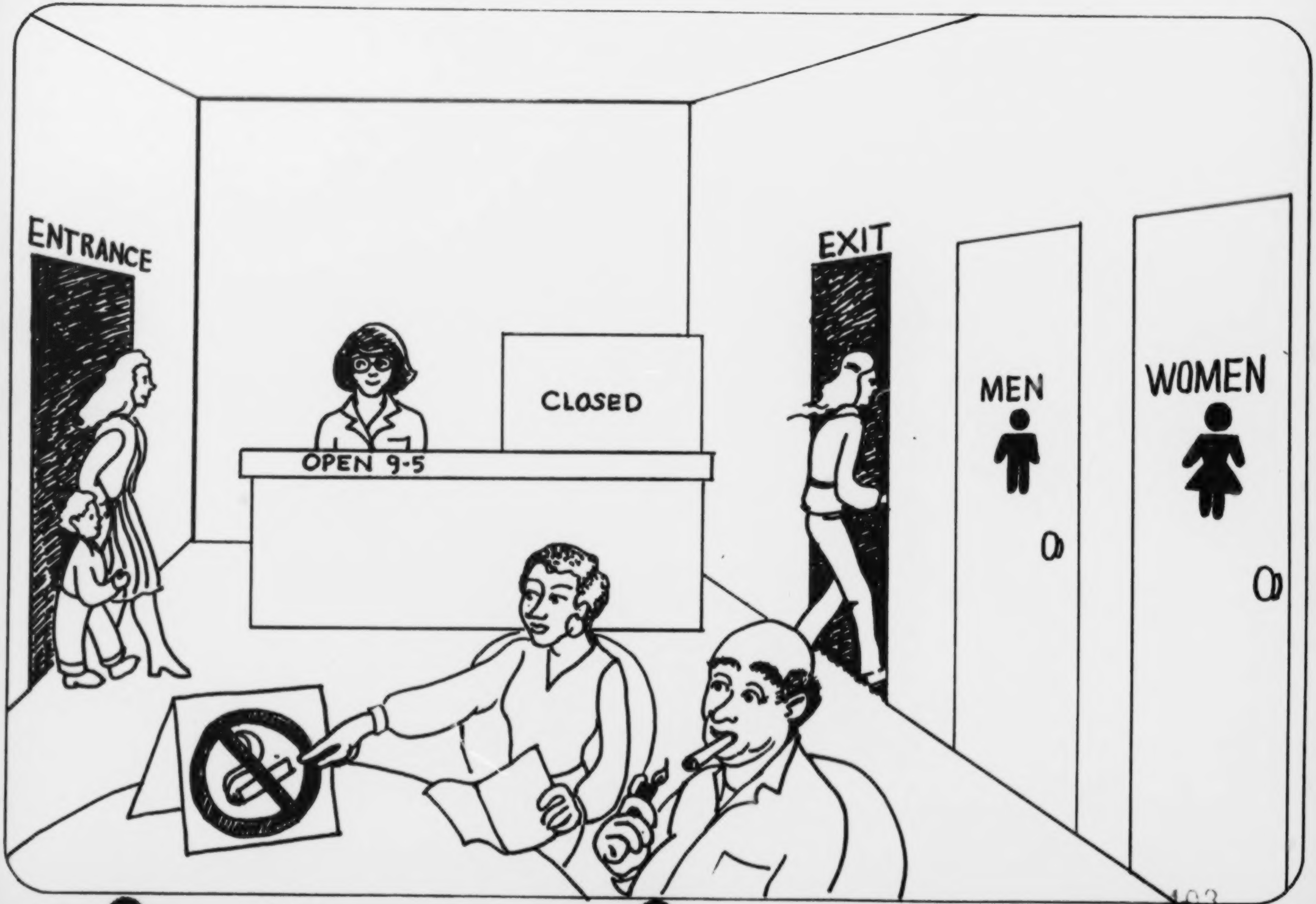
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OPEN 9-5
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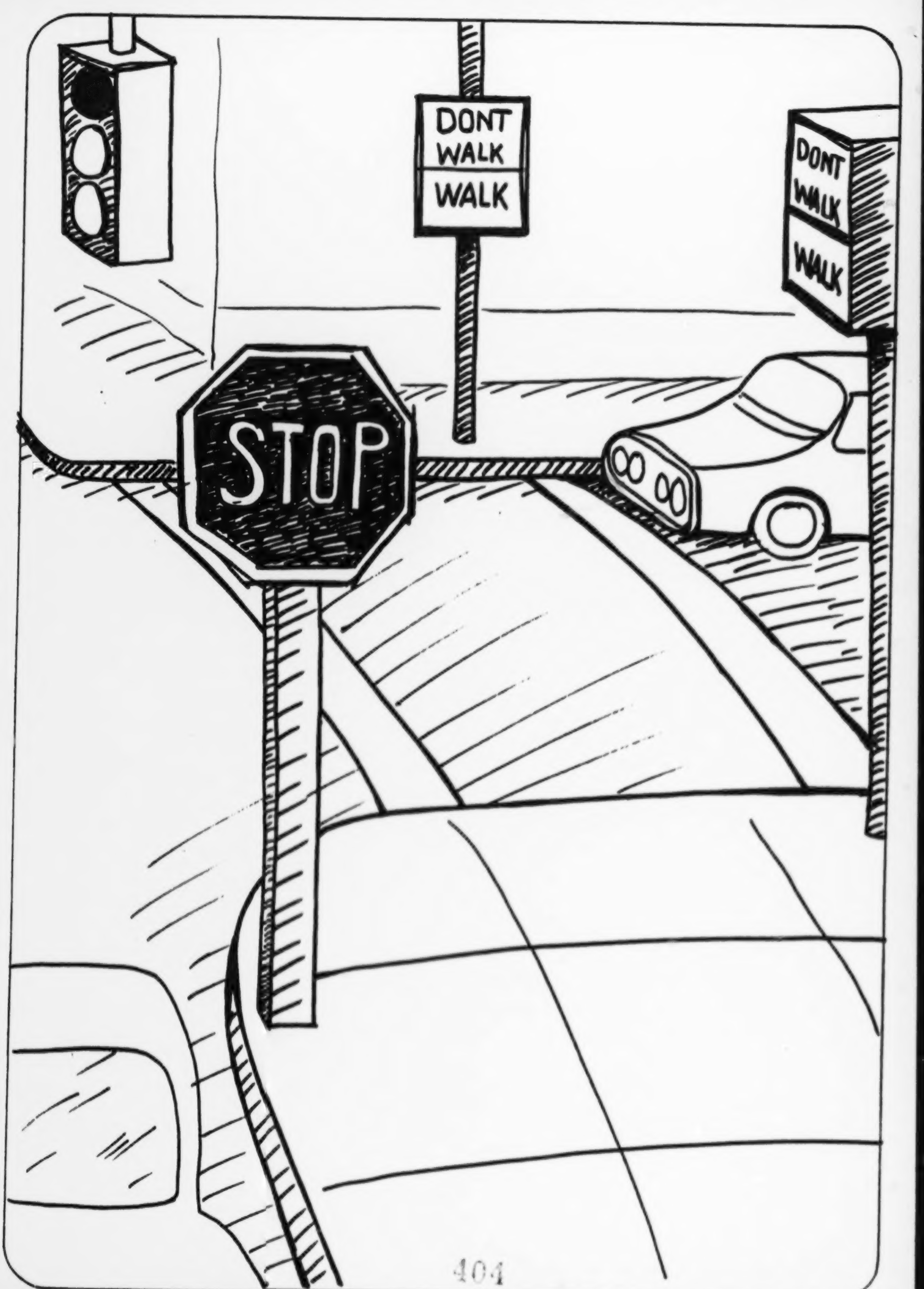
MEN
WOMEN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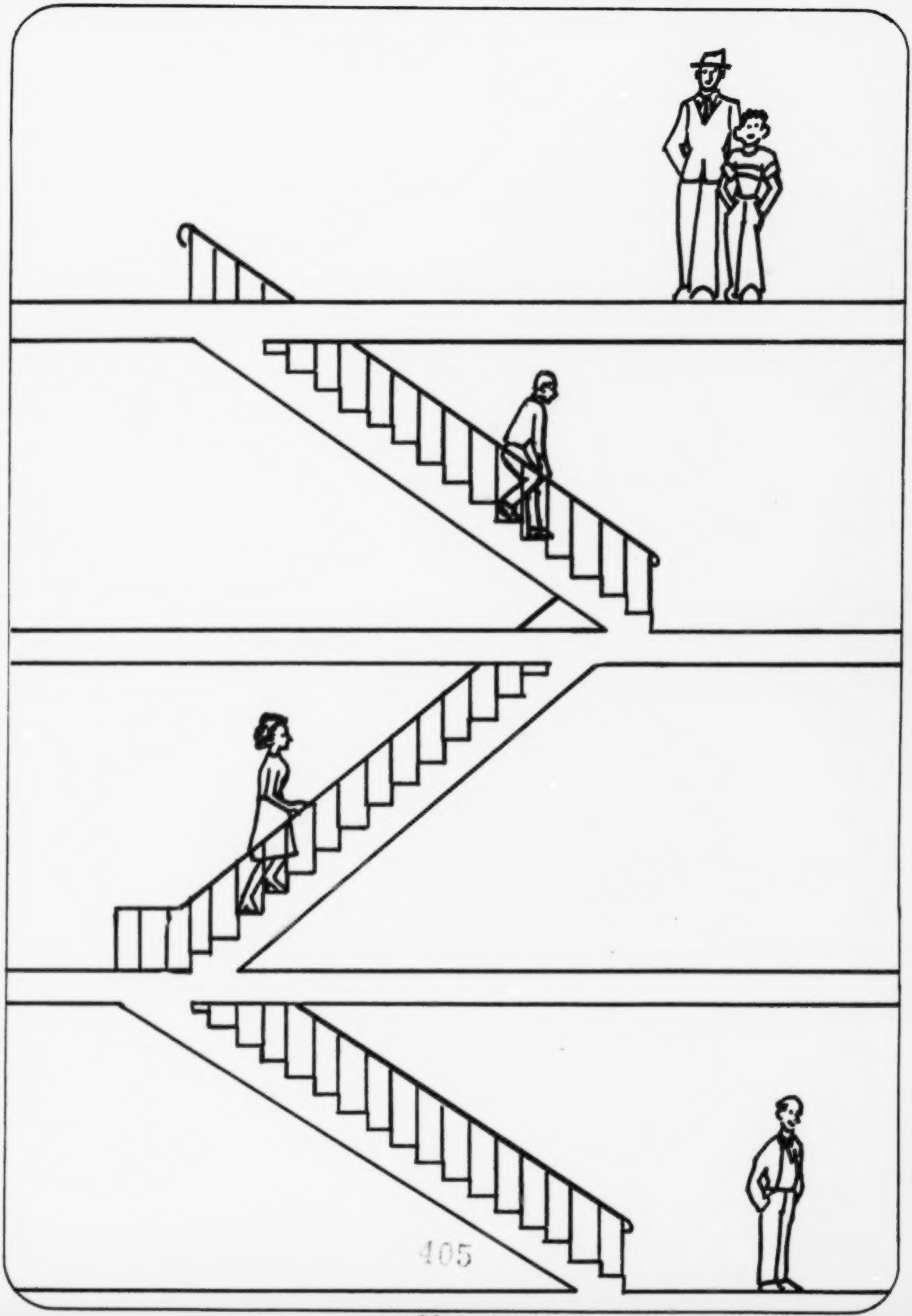

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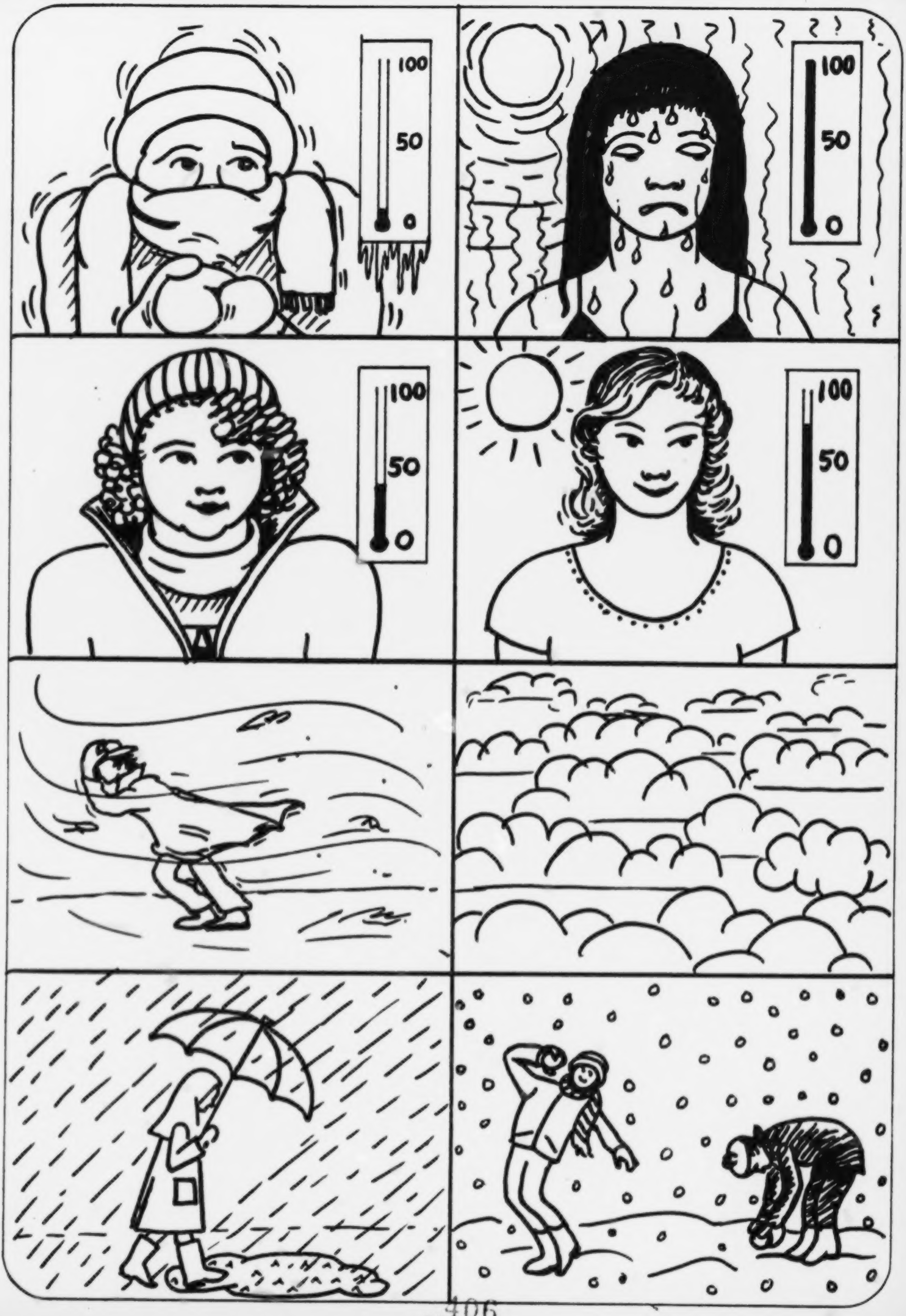
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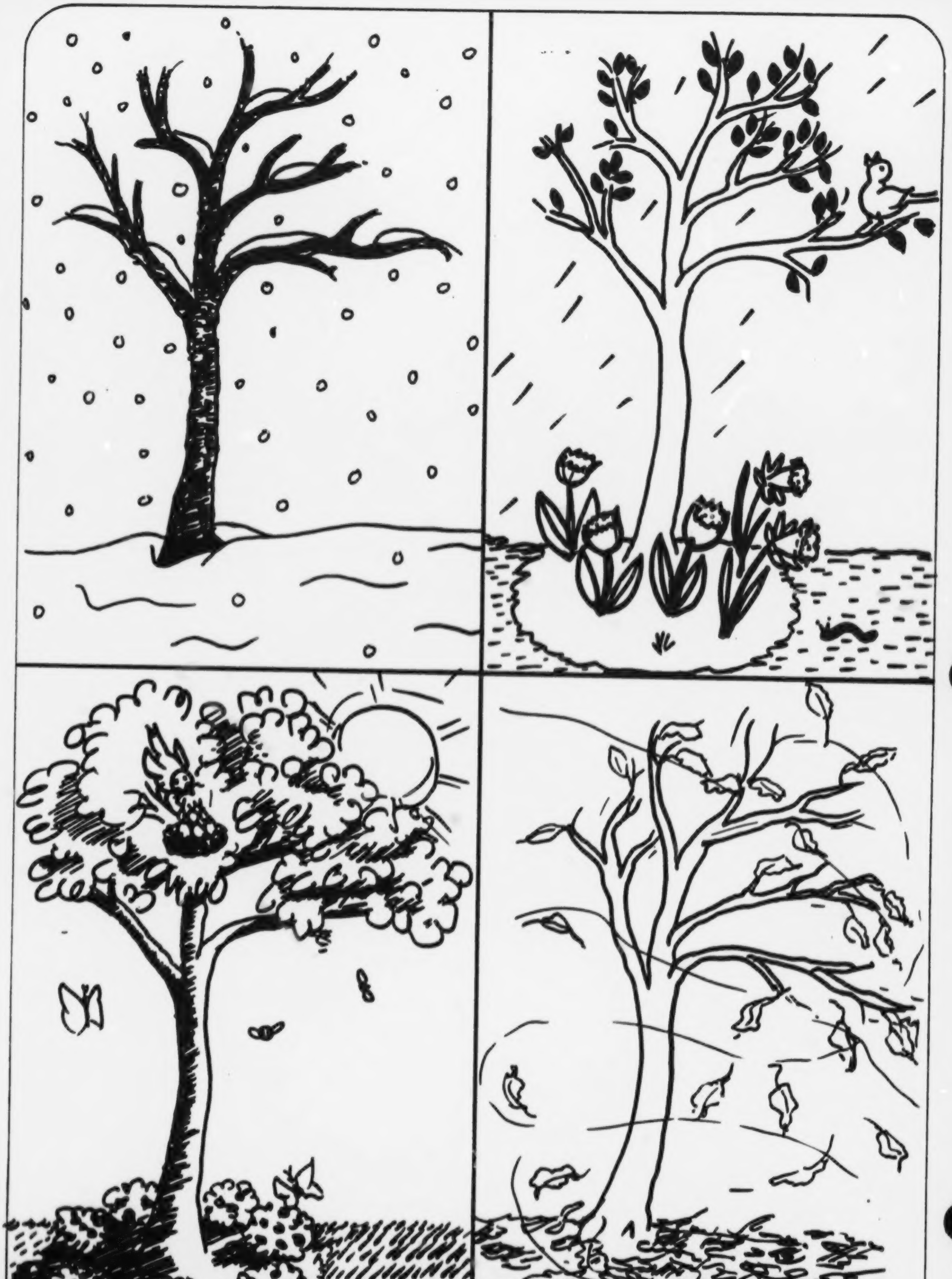

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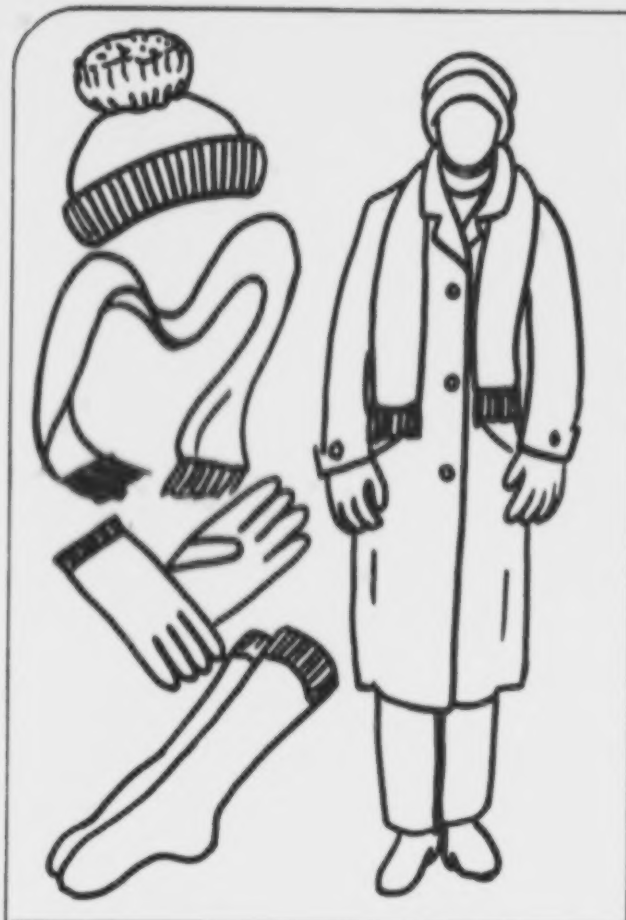

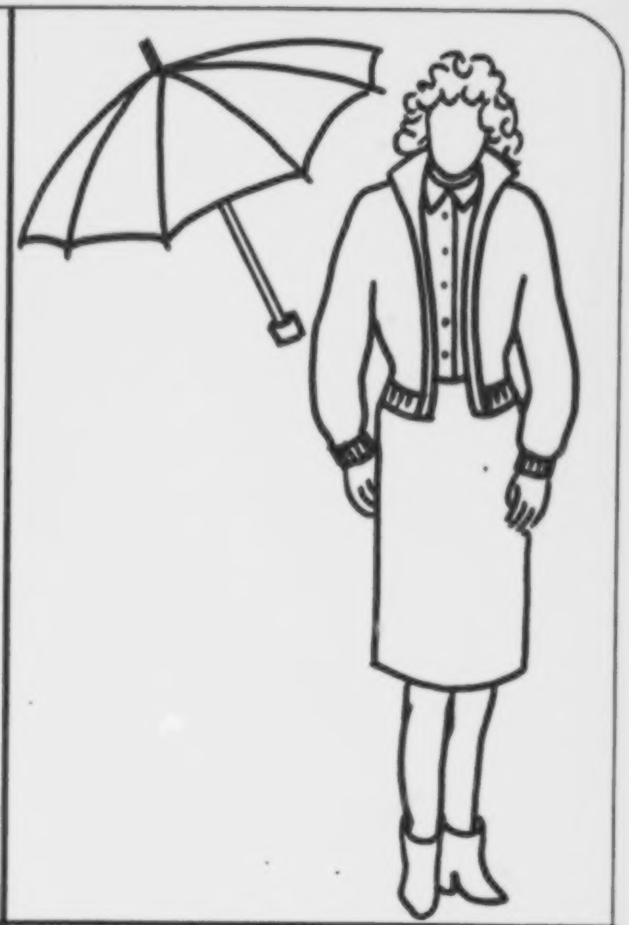

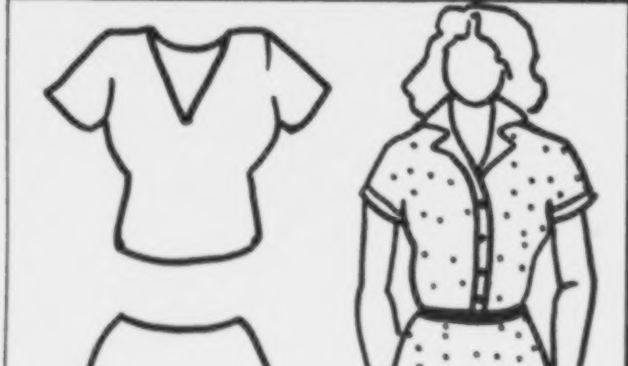

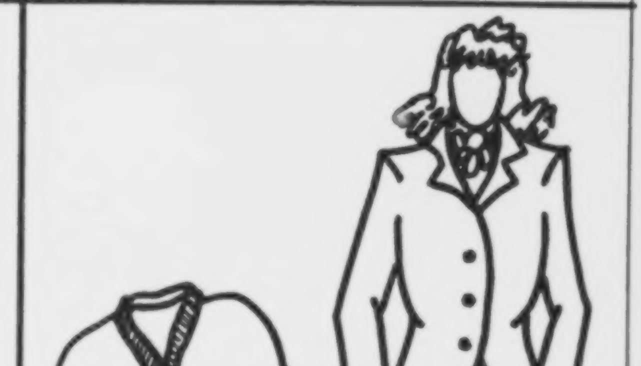
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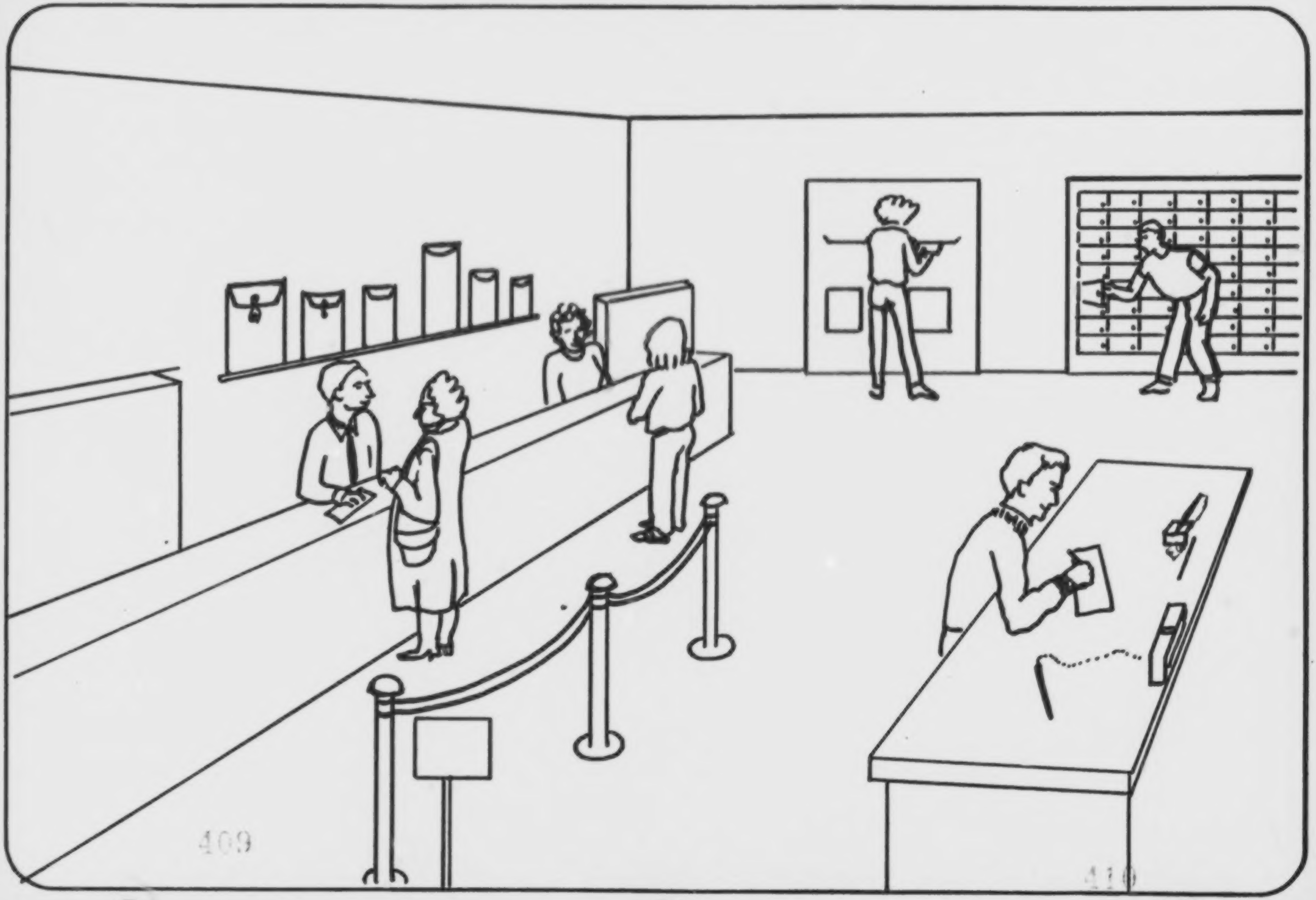
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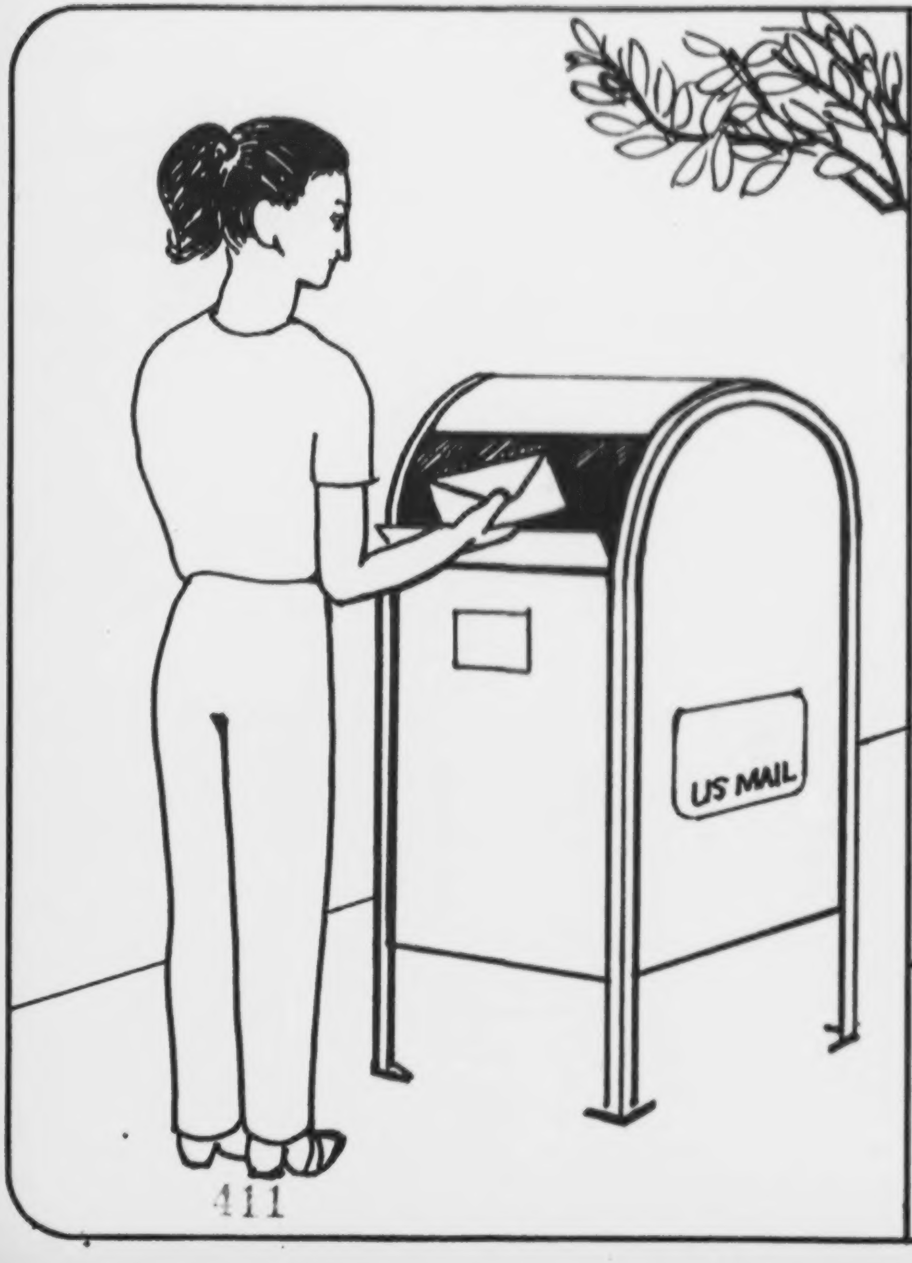

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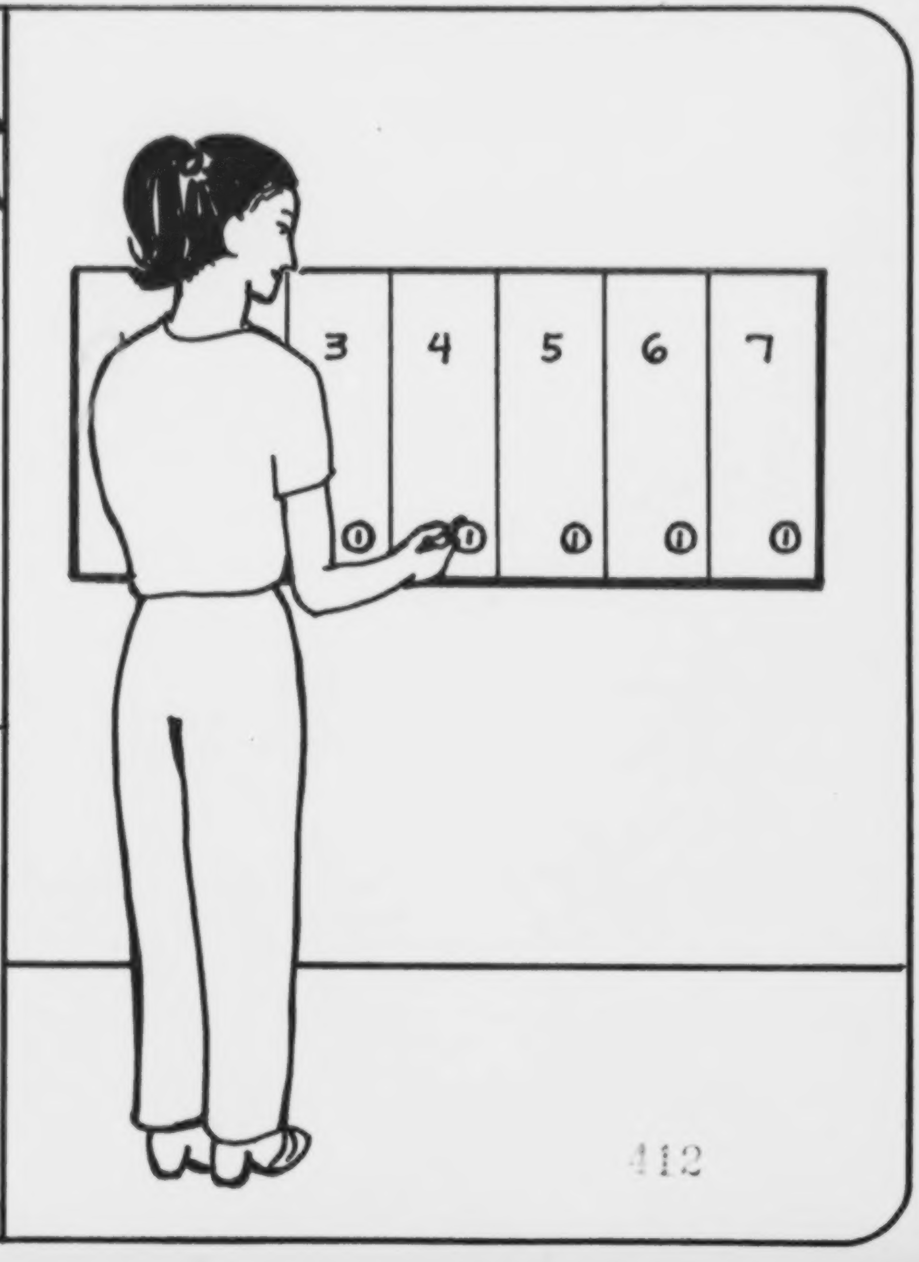

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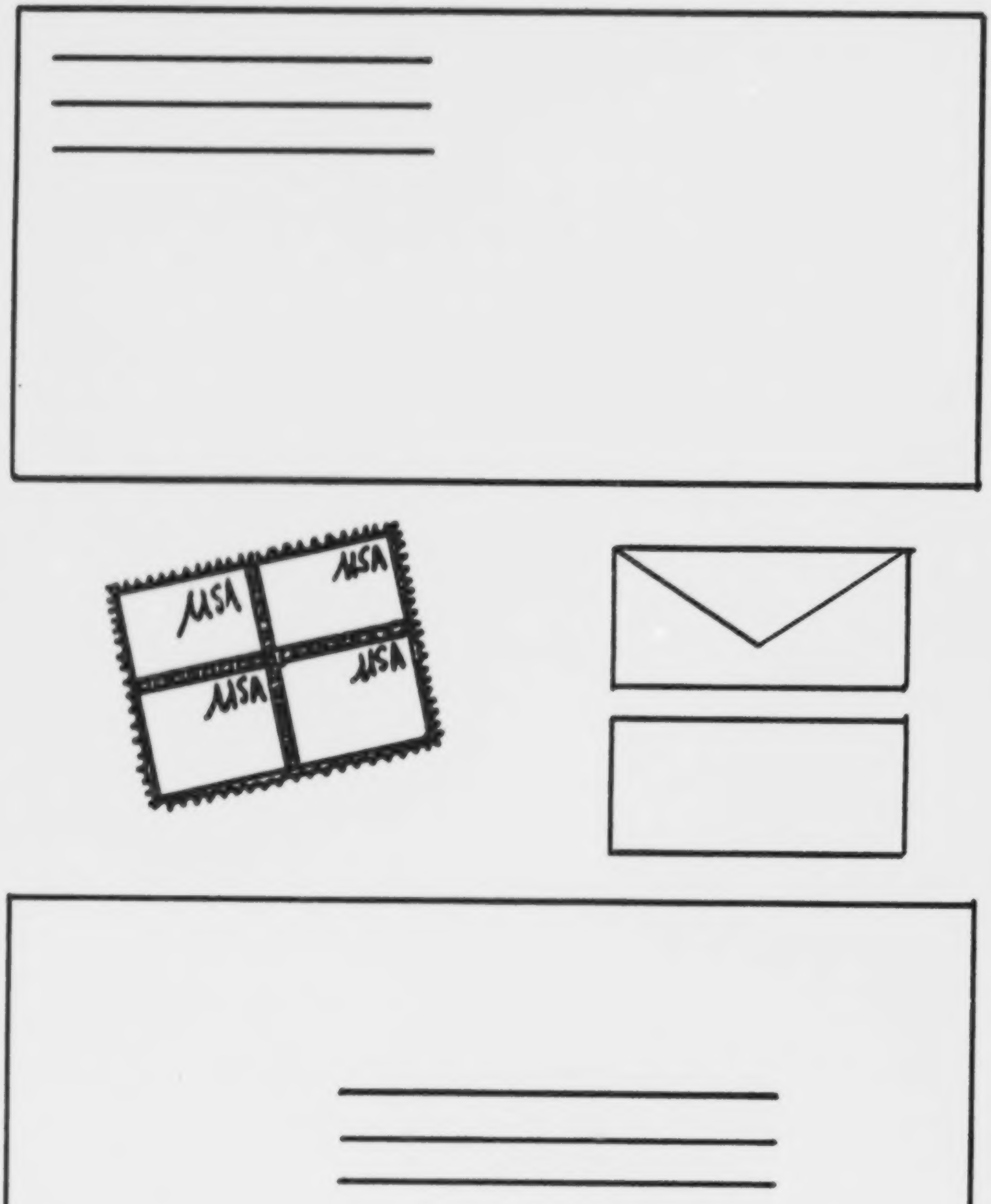
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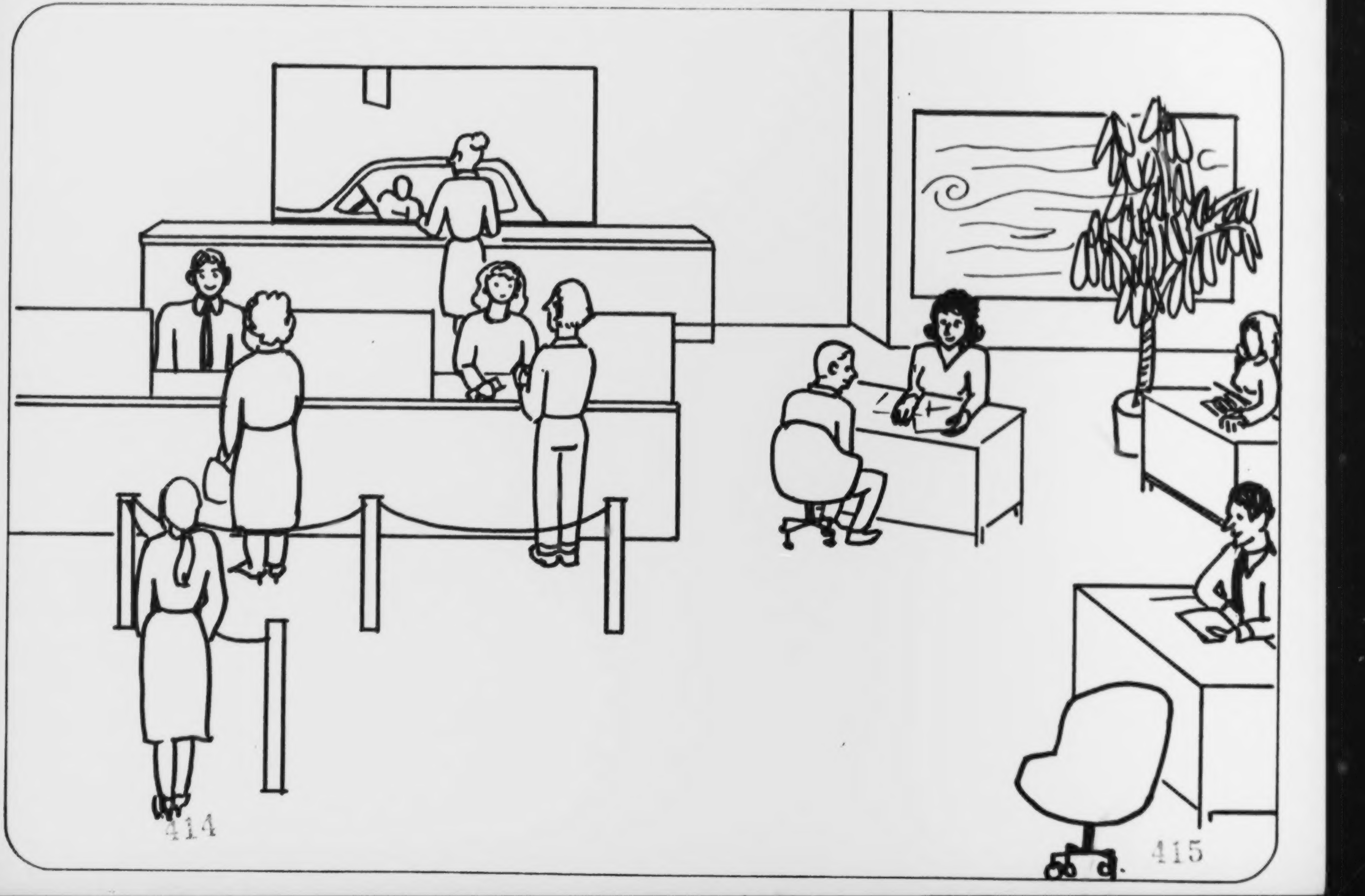
USA
USA
USA



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415

Mary Smith
1122 South 9th Street
Tacoma, Washington 98405
752-6677

206

______________ 19 _____

90-59
1222

PAY TO
THE ORDER OF: ________________________________ $ __________

____

OLD NATIONAL BANK

FOR ________________________ ________________________

⑆1222⑉0059⑆ 1310041531⑈ 0206

Mary Smith
1122 South 9th Street
Tacoma, Washington 98405

CASH		$	
CHECKS			
TOTAL FROM OTHER SIDE			
SUB-TOTAL			
LESS CASH			
TOTAL DEPOSIT			

0206

90-59
1222

DATE: ____________________

OLD NATIONAL BANK

⑆1222⑉00591⑆ 131004531⑈

DEPOSIT TICKET

TEACHER'S NOTES

Reading Store Hours

The chart that follows is intended to show your student the various ways to read store hours.

Read the times in each of the boxes for her. Have her then read them as you did.

Once she has gone through each box, go back to #1 and ask her the following kinds of questions:

T Look at Box #1
Is it open on Tues?

S Yes

T What time does it open on Mon?

S At 9:00

T What time does it close on Fri?

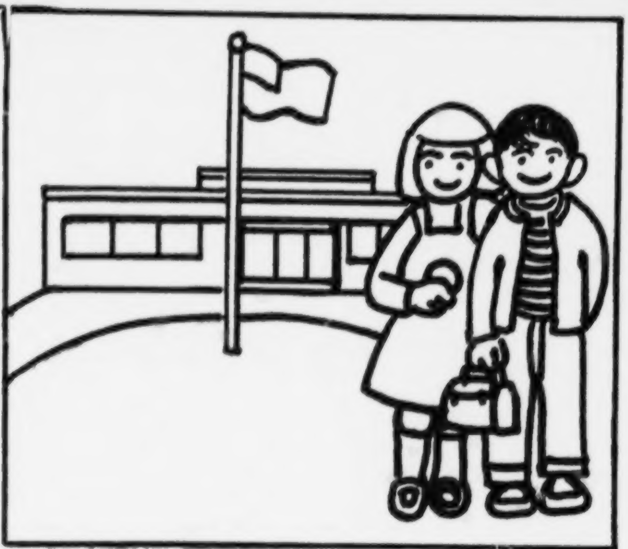
S At 5:30

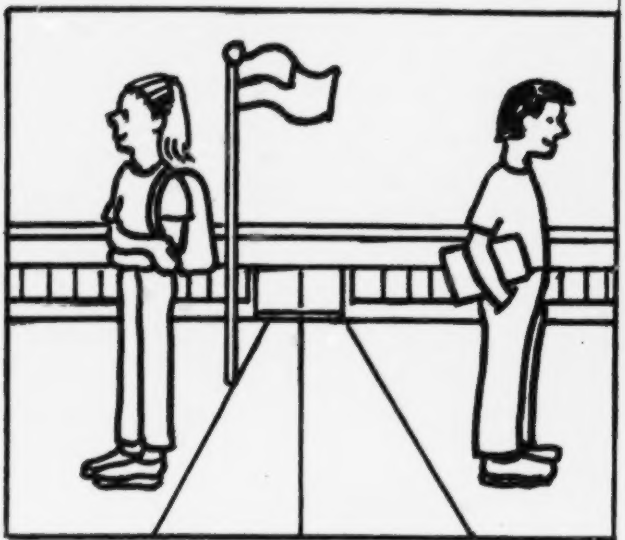
T Is it open on Sat?

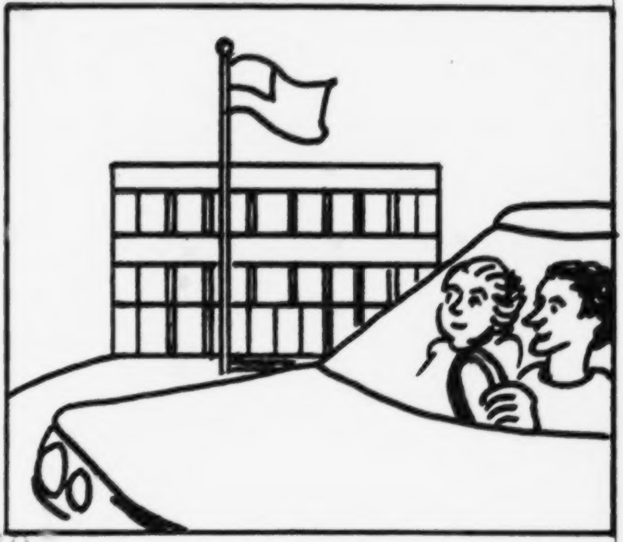
S No

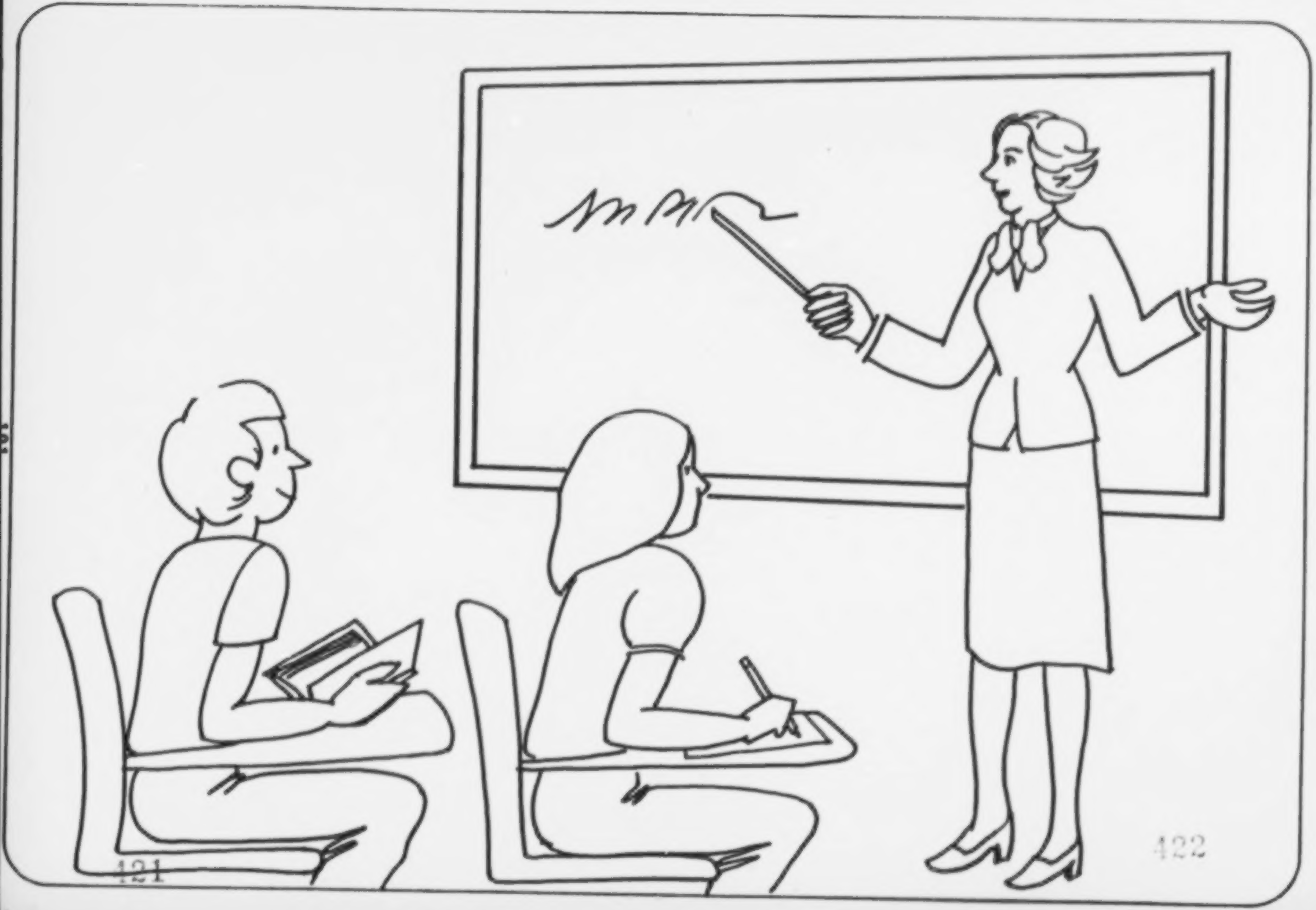
Continue asking these kinds of simple questions with each of the boxes.

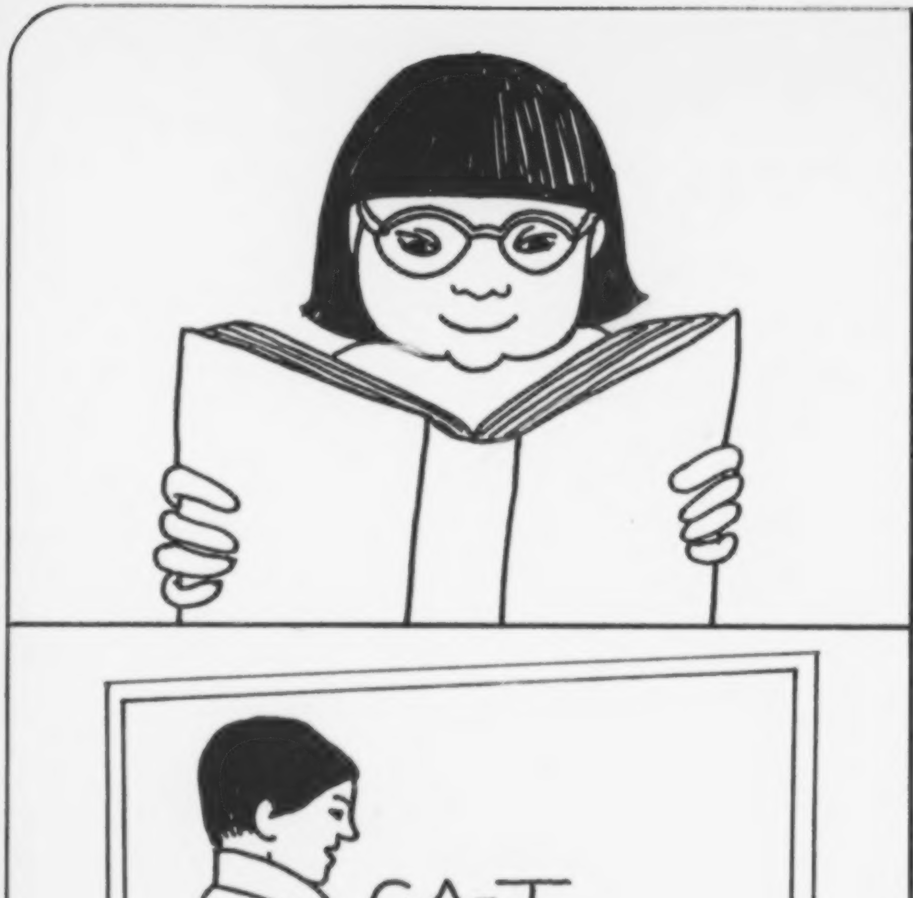
Mon.-Fri 9:00 5:30 Sat. closed Sun.	M-F 8:30 5:00 Sat. 9:00 4:00 Sun. Closed	Monday thru Friday 9a.m - 5p.m
M-F 9-6 Sat. closed Sun. 12-5	Tue. -Fri 8-5 Sat. 9-5 Sun. 10-4 CLOSED MON.	Open M-F 9:00 4:30 Closed Sat sun
Open 8 a.m 6 p.m Closed Sun.	Hours: 8-5 Closed: 12-1 419	Open: Mon Tue wed Closed: Thur Fri Sat sun











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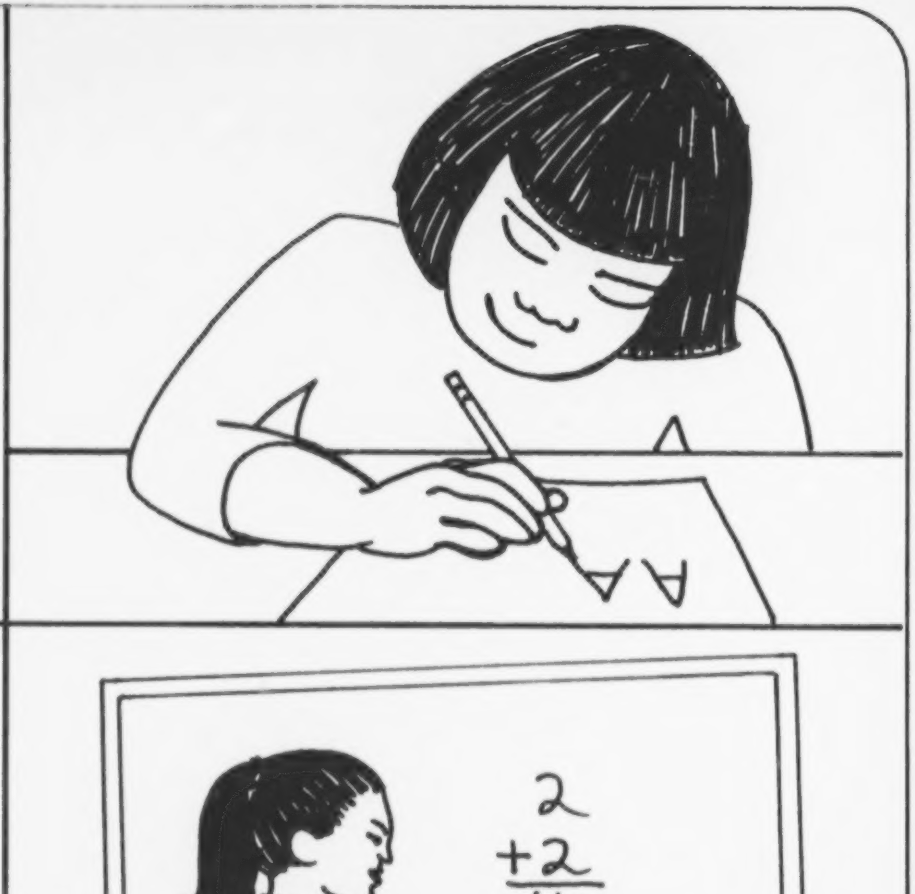

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Mar. 1982

Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

TEACHER'S NOTES

Reading and Writing Months

As with days of the week, use flashcards to practice reading the months.

The exercises that follow are merely copying exercises and can be done as homework if you want. Make sure your student observes the capital letters for each abbreviated month.

The months are broken down into basically two sections. Practice each section by having her copy the months many times if necessary until she has learned them well. Once you are sure she has memorized the months in one section, move to the next and then have her write all the months from memory.

Dictate some of the months for her under LISTEN. Continue to review using flashcards frequently.

Read

Jan. Feb. Mar. Apr. May
June July Aug. Sept. Oct.
Nov. Dec.

Write

Jan.

Feb.

Mar.

Apr.

May

June

July

Aug.

Sept.

Oct.

Nov.

Dec.

Listen

1. ______ 2. ______ 3. ______ 4. ______ 5. ______
6. ______ 7. ______ 8. ______ 9. ______ 10. ______

TEACHER'S NOTES

Reading and Writing Dates

The exercise that follows will help your student to read and write dates. The most important date for her at this point in her English is her birthdate.

Get the information for her birthdate from her I-94 form and have her practice writing it after she's completed the exercise.

Point out to her that each month has a number--January is #1, February is #2, etc. If she knows her months in order, this will be easy for her.

When you begin writing dates, have her copy the first date shown (March 10, 1961) and then fill in the appropriate numbers underneath (3-10-61). You will have to show her very carefully where these numbers come from.

You can expand on this exercise once she's got the idea and give her more for homework if you think she's interested in learning to write more dates. Later, you can dictate dates to her as well. This is a useful skill for making appointments and future dates with the student.

Read

Jan.	Feb.	Mar.	Apr.	May	June
1	2	3	4	5	6

July	Aug.	Sept.	Oct.	Nov.	Dec.
7	8	9	10	11	12

Jan. 1, 1982
1 – 1 – 82

Feb. 2, 1981
2 – 2 – 81

Write

Mar. 10, 1961
___ – ___ – ___

Apr. 6, 1941
___ – ___ – ___

Oct 1, 1911
___ – ___ – ___

July 3, 1950
___ – ___ – ___

Dec. 8, 1949
___ – ___ – ___

Nov 2, 1916
___ – ___ – ___

Feb 31, 1963   Aug 8, 1948   June 9, 1941

___-___-___   ___-___-___   ___-___-___

July 20, 1959   Jan. 18, 1931   May 5, 1968

___-___-___   ___-___-___   ___-___-___

Copy

Dec 4, 1961 ________________

Apr. 7, 1945 ________________

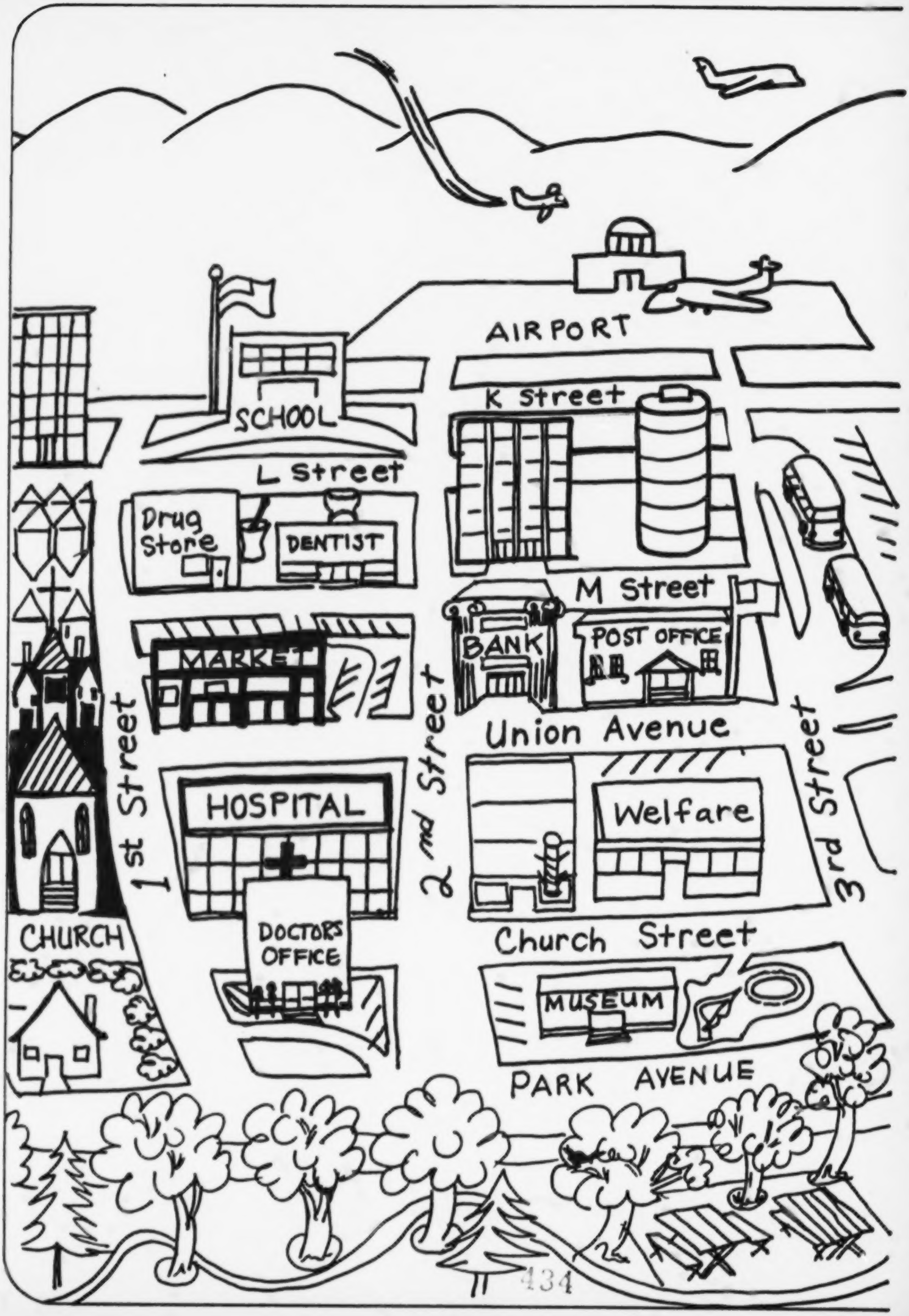
June 24, 1972 ________________

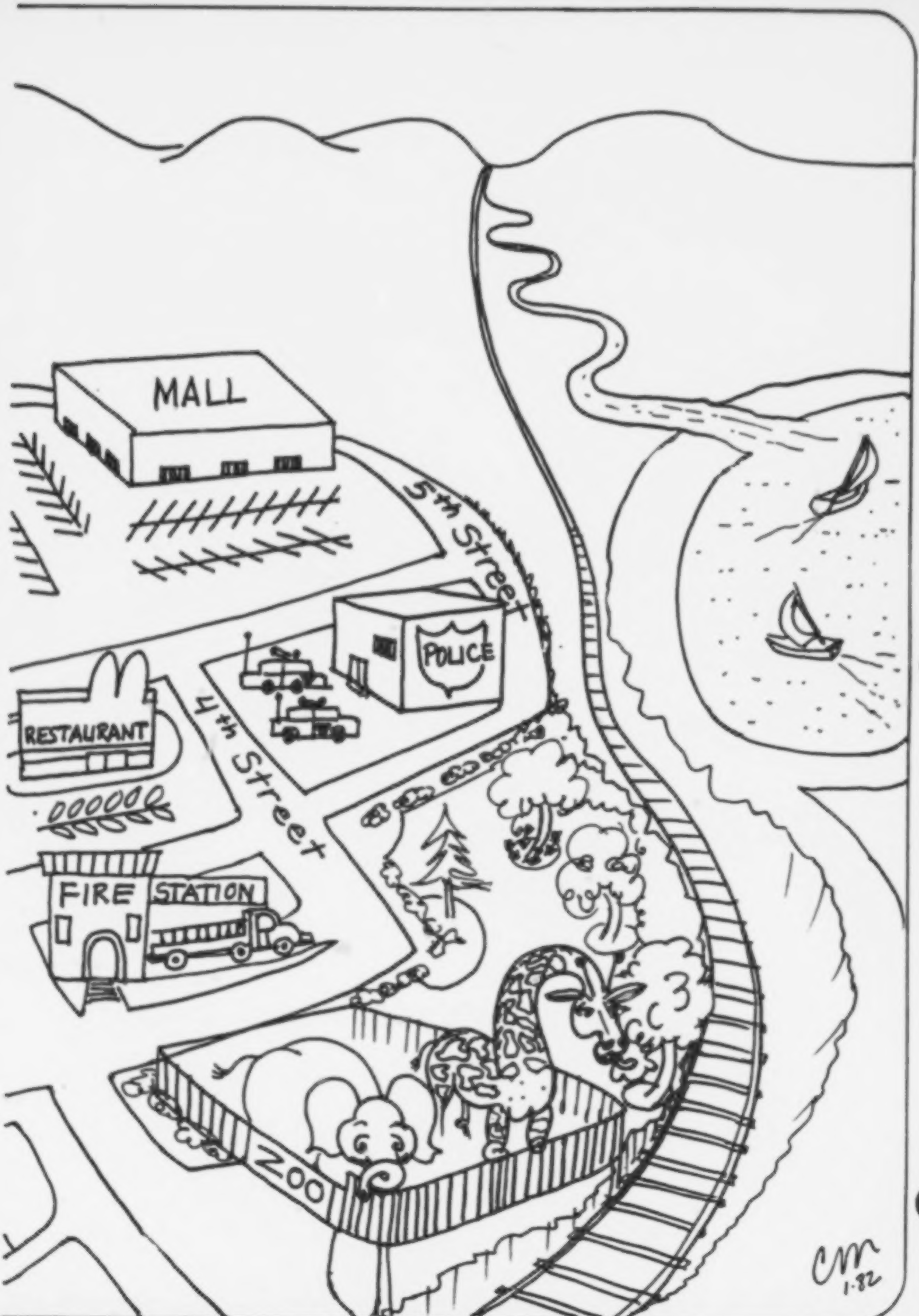
Mar. 14, 1967 ________________

Nov. 6, 1950 ________________

TEACHER'S NOTES

The map that follows is designed to be placed together. Remove the two sheets (pages 111 and 112) and place them together meeting the broken lines.


AIRPORT
SCHOOL
K Street
L Street
Drug Store
DENTIST
M Street
MARKET
BANK
POST OFFICE
1st Street
2nd Street
Union Avenue
3rd Street
HOSPITAL
Welfare
CHURCH
DOCTORS OFFICE
Church Street
MUSEUM
PARK AVENUE


MALL
5th Street
POLICE
RESTAURANT
4th Street
FIRE STATION
ZOO
CM
1-82